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DAY by DAY

In the Primary Schools

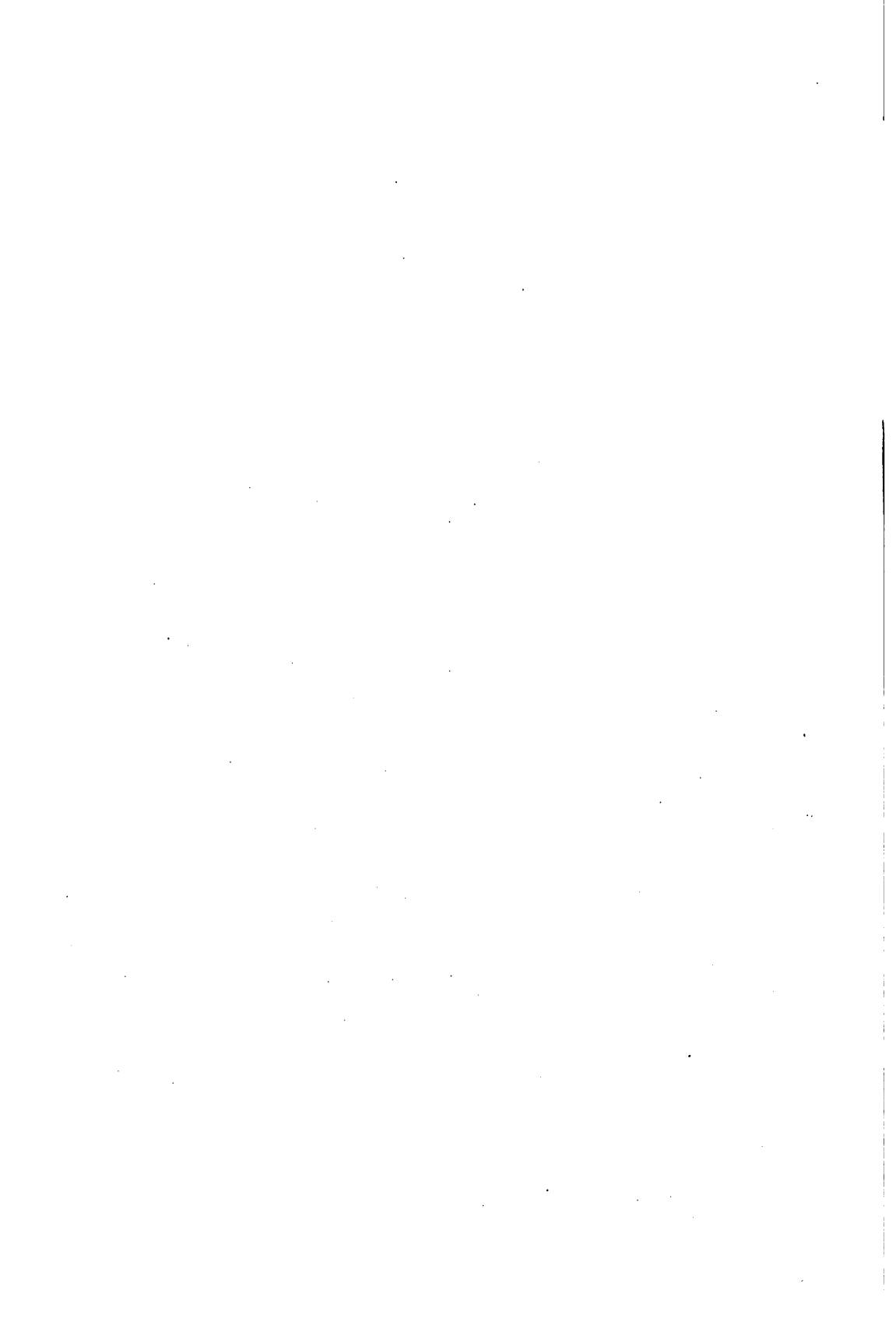
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DAY BY DAY

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DAY BY DAY

IN THE
PRIMARY SCHOOL

By Alice Bridgham

PLANS FOR
SEPTEMBER, OCTOBER, AND NOVEMBER
THE AUTUMN MONTHS



NEW YORK
A. S. BARNES & COMPANY

1907



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A. S. BARNES AND COMPANY

PREFACE

A product of the school-room in every sense is this new plan-book. The author worked the plans out day by day for use in her own school, because she felt the need of a definite purpose and plan of procedure for each day, and with no thought of publication.

The benefits derived from these outlines and the interest manifested in them by her superintendent and associate teachers led the author to submit them to the publishers, who first brought them out in *TEACHERS MAGAZINE*, and now, so cordially were these papers received, present them in book form. It is hoped that the work will prove especially helpful to young teachers who have had but little experience in selecting and adapting material to the comprehension of small children.

Believing that a knowledge of things near at hand should be acquired first, the author has taken this principle as a keynote and has endeavored to present the lessons in a manner to arouse curiosity, engage attention, and inspire a desire to investigate surrounding conditions.

An attempt has been made in the nature lessons, which are taken from the life round about, to enlist sympathy with, as well as to awaken interest in, animal life, with the hope of discouraging the naturally destructive instincts of childhood. To develop in the child the power to express his thoughts has been the primal object in the language lessons. The difficulty has been too often that the child has no thoughts. Poems, stories, pictures, legends, and games supply this deficiency, and call into play the esthetic faculty. To make him acquainted with the peoples and customs of all lands, as well as familiar with the primitive conditions which pertain in his own land, has been the object of the geography lessons. Special days and birthdays of American heroes and poets have suggested the work in history. Busy work and drawing correlate closely with the other subjects and always have a definite aim.

Auburn, Me.

ALICE MAUD BRIDGHAM



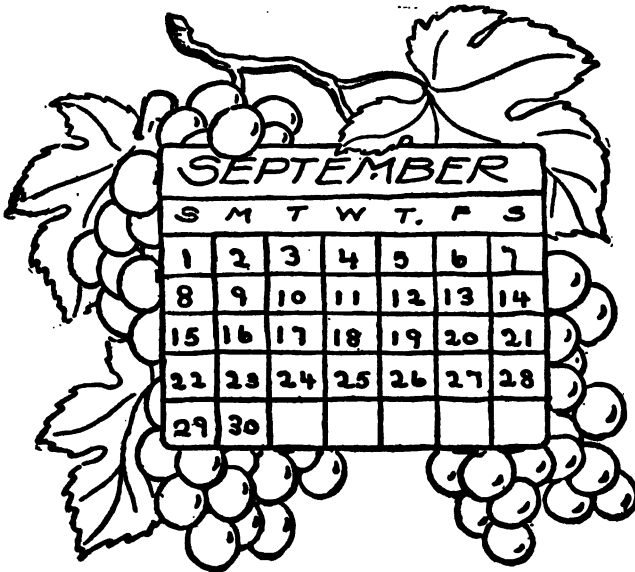
SEPTEMBER PLANS

FIRST WEEK

TUESDAY

MORNING TALK

MATERIAL—calendar for the month drawn on the blackboard.
Decorate with colors appropriate to the season.



What is the name of this month?
To what season does it belong?
Is it a short or a long month?

How many days in it?
 What child has a birthday this month?
 On what day will it come?
 We will mark the day right here on the calendar.
 Will the days be as warm as they were last month?
 Are there any birds here now?
 Are they building nests?
 What are they thinking about?
 What color is Mother Nature's carpet now?
 Will it stay that color all winter?
 What flowers are here?

READ to children: *In September.*

Mornings frosty grow, and cold,
 Brown the grass on hill and wold;
 Crows are cawing sharp and clear,
 Where the rustling corn grows sere;
 Mustering flocks of blackbirds call,
 Here and there a few leaves fall.
 In the meadow larks sing sweet,
 Chirps the cricket at our feet.
 In September.

Noons are sunny, warm, and still,
 A golden haze hangs o'er the hill;
 Amber sunshine's on the floor,
 Just within the open door.
 Still the crickets call and creak,
 Never found, though long we seek.
 Oft comes faint report of gun;
 Busy flies buzz in the sun.
 In September.

—ELIZABETH COLE.

A WEATHER CALENDAR

DRAW on the blackboard at the beginning of each month of the school year, a large square and divide it into seven sections, by vertical lines. Write at the top of the sections the names of the seven days. Draw horizontal lines sufficient to give a small square space for each day of the month. A dotted line from the upper right to the lower left corner of each small square will divide the square into two sections, A. M. and P. M. Represent the sun by a yellow circle, cloudy day by clouds done in white crayon, rain with raindrops in white crayon.

GEOGRAPHY — THE SUN

MATERIAL—piece of smoked glass.

What gives us a pleasant day?

When do you first see the sun? (Morning.)

Where? (In the east.)

Do you know what the sun is sometimes called? (Old Sol.)

Where do you see him at noon? At night?

Where does he go at night?

Which do children like better, the light or dark time of day?

Which do plants like better?

Why do we need the dark time? (To rest.)

Have you noticed the shape of the sun?

Draw me a picture of it on the board.

Is it always this shape?

Does it look larger when it is high in the sky or when it is low?

What colored crayon must I give you to draw it as it now looks?

Take the children out into the yard to look at the sun through the smoked glass.

LANGUAGE — STORY FOR ORAL REPRODUCTION

A POOR, weary little butterfly hid one day under Jennie's hat in the garden. It had been chased for an hour by robin redbreast. When the bird flew away the butterfly came out and hid in the petals of a flower. Its little life was saved that time.

BUSY WORK

FREE-HAND cutting of objects represented in story. (Bird, butterfly, flower.)

Use black paper. Mount on gray drawing paper.

WEDNESDAY

MORNING TALK — PREPARATIONS FOR WINTER

WHAT went away with August? (Summer.)

What season are we getting ready for now?

What is happening to the fruit? (Ripening.)

When the apples, pears, and other fruits are ripe what happens?
(They are gathered.)

What are the leaves doing? (Changing the color of dresses,
getting ready to go to sleep.)

Does it rain a longer or shorter time now?

Did we wear coats and jackets last summer?

Do we wear them now? Why?

Can we play out of doors after supper now? Why not? (Comes
dark earlier.)

Do we sit up as late now as we did last summer?

Do we see as many birds now as we did a few weeks ago?

Where are they going?

Does each little bird fly away alone?

LANGUAGE — SENSE TRAINING — SIGHT

MATERIAL—a collection of the toys used in the first reading lessons.

Show them one at a time to pupils.

Call upon different pupils to name them.

Show two at a time. Which was the larger? What can it do?

Show three of the objects in quick succession.

What did you see first? Last?

What was the second one you saw?

Place the objects on table. Name.

Remove the objects. Pupils tell which was first; which last.
Name those between.

Continue this exercise, increasing the number of toys each time.



HISTORY—CHINESE

MATERIAL—pictures of Chinese life.

How many children ever have been in a laundry?

What is done there?

What kind of people did you see there?

Did they look like us?

How were they different?

Are their feet like ours?

Tell the children what causes the difference.
 What kind of shoes did these people wear?
 Do you know how the Chinese sleep? (No beds like ours.)
 What do they have for a pillow?
 How do Chinese eat? (Sit on floor.)
 What do they eat a great deal of? (Rice.)
 Can you tell me what they eat it with? (Chopsticks.)

BUSY WORK

COPY with pegs, at desks or table, chopsticks, cup and saucer.
 Draw simple flower. Sunflower.

NOTE.—Show the pictures as each topic is discussed.

THURSDAY

MORNING TALK — PREPARATIONS FOR WINTER BY MAN

WHAT are the farmers doing now? (Gathering vegetables.)
 Where do they put the fruit and vegetables which they gather?
 Name some of the vegetables which the farmers have harvested.
 What does he do with the corn? (Carry to the corn shop.)
 What have the people in the corn shops been doing?
 What are our mothers doing just at this time so that we may have something nice to eat this winter? (Making pickles and preserves.)
 Will there be any flowers, fruits, and vegetables next year? Why?
 What will cause them to grow again?
 Will the children bring me the different kinds of seeds that they can find?

LANGUAGE

MATERIAL—pictures.

Distribute the pictures used in the lesson on Chinese.

Have each child study his picture then put it in his desk and tell what he saw.

Most prominent figure.

Action of that figure.

Reason for that action.

Relation of the other figures to it.

Season of year.

What the child likes best in the picture. Why? •

NOTE.—These pictures are collected from every available source, mounted on a thin-weight cardboard, and kept in large envelopes properly labeled.

GEOGRAPHY — WIND

TAKE the class out into the yard.

What is on top of the school building?

What is the flag doing? (Moving.)

Do you see anything else moving? (Tree tops.)

Hold your handkerchiefs up. What happens to them?

What causes this? (Wind.)

I can see something moving way up in the sky. What? (Clouds.)

What moves the clouds? (Wind.)

What moved all the other things that we have spoken of?

Can we see the wind?

What do we see? (What the wind does.)

Do we feel the wind?

Can we hear the wind?

I can see something on Mr. D.'s stable.

Have you ever seen one before?

Can some one tell me what it is? (Vane.)

NOTE.—Show children a weather-vane made from cardboard. Develop direction of winds in another lesson.

BUSY WORK**A. M.**

- A:** DIVISION—(1) Letters—make new words.
B: Division: Split peas—(2) outline name.

RECESS

- A:** (3) Pictures.
B: Letters—(4) Search for new sound.

P. M.

- A:** (5) Number game.
B: (6) Straws.

RECESS

- A:** (7) Colored tablets—find all red ones.
B: (8) Scissors—cut fringe.

NOTE.—Give busy work four times each day.

- (1) Each child has box containing letters.
- (2) Each pupil's name written in a large hand upon heavy manila paper or cardboard. Use rubber marking pen.
- (3) Envelope containing small pictures of objects (fan, dog, house, etc.) cut from educational papers and mounted upon cardboard. Under each print its name. Upon small slips print names of objects, making ten for each picture. Children sort and find slips corresponding to each picture.
- (4) Sounds copied from blackboard as developed in reading lesson.
- (5) Each child has box containing cut-up numbers. Place a figure on blackboard; have children find all they can like it in box.
- (6) Soda straws cut in inch lengths—string, alternating with paper circles cut from colored paper.
- (7) Oblongs, squares, circles, semi-circles, rectangles, and triangles cut from colored cardboard.
- (8) Give children lined paper, train to cut on lines—call it fringe. This to give control of muscles of hand. Papers saved from the writing lessons can be utilized in this way.

DRAWING

TALK on color—red.

Children find the color outside and bring.

FRIDAY

MORNING TALK — FLOWERS

WHAT color do you most often see among September flowers?

Find that color on the chart.

Name all the wild flowers now in bloom.

What flowers are in your mother's garden?

Match flowers in room to (1) color chart.

Which of these flowers have a sweet fragrance?

Which have a disagreeable odor?

What flower has the longest (2) stem?

What little bird likes the honey in flowers? (Humming bird.)

Of what use are flowers? (Make world beautiful.)

Children guess this riddle.

Riddle:

I have a big fluffy head made up of tiny blossoms.

My stem is very long and hard.

I grow by the roadside.

My dress is a beautiful yellow.

I love September.

What is my name? (Goldenrod.)

(1) The prismatic colors, in paper, arranged in proper order upon large square of cardboard.

(2) Have pupils measure stems of different flowers in room.

LANGUAGE—PICTURE STUDY—HORSE FAIR

MATERIAL—large picture.

What do you see in the picture that you like?

Have you ever seen any horses that looked like these?

How do you think these horses feel?

What makes you think so?

Is it summer or winter in the picture?

What tells you that?

Would you like to know who painted this picture?

Tell the children about Rosa Bonheur, her childhood, school life, fondness for animals, and her study of them.

Show portrait of her.

GEOGRAPHY—WEATHER-VANE

MATERIAL—weather-vane made of pasteboard.

What is this?

What is it for?

Where have you seen others like it? (On buildings.)

What is the pointed part called?

Does the arrow always point the same way?

John may come and try to turn it without touching it with his hands.

Did John move it? How did he do it? (Blew.)

Did it point toward his mouth after he blew on it?

Which way did it point? (Opposite direction.)

What turns the vanes on buildings?

Will the arrow point in the direction from the which wind comes?

BUSY WORK

A. M.

A DIVISION: Letters—copy words of reading lesson from blackboard.

B: Division: Pegs—outline name.

RECESS

A: Pictures..

B: Letters—find new sound.

P. M.

A: Number game.

B: Straws.



Rosa Bonheur

The Horse Fair



RECESS

A: Scissors—cut flag.

B: Scissors—cut fringe.

DRAWING

DRAW weathervane.



SECOND WEEK

MONDAY

MORNING TALK—WEATHER OBSERVATIONS*

WHAT morning is this?
What kind of a morning?
What gives us a pleasant morning?
Where did you first see the sun this morning?
What color was it?
What shape shall I make my sun on the (1) calendar?
What month is this?
What day of the month?
How many sunny days have we had this month?
How many stormy?
Which kind do you like the better?
Why? Where is the sun on a stormy day?
Why do we need some stormy days?
What color is the sky this morning?
Can you see any other color in the sky? What is it? (White clouds.)

(*) These weather observations should be made each morning and afternoon and recorded upon the calendar.

LANGUAGE — SENSE GAME — TOUCH

HAVE a child close his eyes.
Give him an object (top, bell, box, marble.)

Ask him to feel it.

Take it away.

Tell him to draw it upon the blackboard.

Repeat this with different pupils.

HISTORY

FABLE: *The Wind and the Sun.*

The Wind and the Sun once had a dispute as to which was the stronger of the two.

"Do you see that traveler plodding along the road?" said the Wind.

"Let us both try our strength on him, and let the one who can soonest get off the cloak he wears, be the winner."

"Agreed," said the Sun.

The Wind began first. He blew a blast which sent the leaves flying through the air; he raised clouds of dust in the road; he bent the tops of the trees to the ground, and even tore up one sturdy oak by the roots. But the traveler only drew his cloak the more tightly around him and kept on his way.

Then the Sun began. He burst out from behind a cloud, and little by little darted his sultry beams upon the traveler's head and back. The man did not notice this much at first, but soon the heat was so great that he stopped to wipe the sweat from his face.

"Ah!" he said, "I cannot stand this. It is so hot that one might as well be in an oven!"

Then he threw off his cloak and carried it under his arm, and when he came to a tree by the roadside he sat down in its shade to cool himself.

After that the Wind never claimed to be stronger than the Sun.

BUSY WORK

A. M.

A DIVISION: Letters—new words. (1) Books.

B: Division: Letters—new sounds. Books.

RECESS

A: (2) Write name.

B: Lentils—(3) outline (4) new word.

P. M.

A: (5) Number cards—sort.

B: Colored tablets—sort.

RECESS

A: Scissors—trace around (6) object, then cut.

B: Scissors—cut fringe.

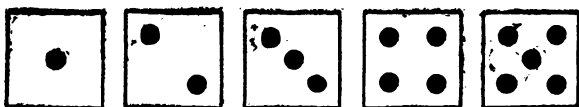
(1) Not regular reader but perhaps unused ones from other grades. Children are taught that they are always to take these from their desks as soon as other work is completed. They may look at the pictures therein or search for known words.

(2) The name is written by teacher on cards, children place tissue paper over it and trace.

(3) Cover lines of writing.

(4) Of reading lesson, written with rubber marking pen upon manila slips 9x4 inches.

(5) Cards 2x2 inches.



Spots are lentils.

Envelope contains five sets of cards. Give each child an envelope.

Have children keep these in desk when not in use.

Later have figures to correspond to Roman and Arabic numerals, written and printed on small slips.

(6) Apple, pear, hen, rabbit, etc., cut from cardboard.

DRAWING

T EACH sphere—have children bring fruit based on sphere.

TUESDAY

MORNING TALK — PLANTS

MATERIAL—plant—roots and all.

Children, what is this?

Mary may come and take it.

Mary, what have you?

John, come and touch the stem.

Who will touch the leaves? The blossom?

Edward may come and touch the root.

What does the root do? (Gathers food and drink and sends it to the other parts.)

What keeps the plant from being blown away by the wind? (Roots.)

What holds the plant in the ground? (Roots.)

Tell me three things then that the root does for the plant.

Show the children by placing the end of a white string in a small dish of water, colored with a little red ink, how the roots carry food and drink to parts of plant.

LANGUAGE — POEM

MEMORIZE first stanza: *Norse Lullaby*, by Eugene Field.

How does the sky look?

What makes it look dark?

When have you seen the sky look like that?

How do the hills look?

What makes them white?

Who is coming from the north? When?

Will he come slowly?

What word tells you that he will not?

What will he throw over the world?

What color will this cloak be?

What does he sing while he is doing this?
To whom is he singing?

PHYSIOLOGY — PARTS OF THE BODY

TEACH the following poem with actions:

My hands upon my (1) head I'll place,
On my (2) shoulders, on my (3) face,
On my (4) hips, then at my (5) sides,
And then (6) behind me they will hide.
Then I will lift them (7) up on high,
And make my (8) fingers swiftly fly.
I'll hold them now in (9) front of me;
Then I will (10) clap them, one, two, three.

- (1) Place both hands upon head.
- (2) Place both hands upon shoulders.
- (3) Put both hands on face.
- (4) Hand on each hip.
- (5) Hold hands closely at sides.
- (6) Clasp hands behind back.
- (7) Hold vertically above head.
- (8) Move fingers rapidly as in playing piano.
- (9) Arms stretched to front.
- (10) Clap three times in unison.

BUSY WORK

A. M.

A DIVISION: Letters—words on board.

B Division: (1) Colored sticks—find all *yellow* ones.

RECESS

A: Number cards—sort.

B: (2) Beads—string.

P. M.

A: (3) Mats—weave splints into them.

B: Straws—string.

RECESS

A: Pegs—copy (4) arrangement from board.

B: Pegs—sort by colors—call it a rainbow.

- (1) From regular kindergarten supplies.
- (2) Wooden, string on shoe lacing.
- (3) Made of oilcloth, with slits cut by sharp knife.
- (4) Designs—flower, tree, plant, etc.

WEDNESDAY

MORNING TALK—FLOWERS

SHALL we have any flowers next year?

What will cause them to grow again?

Where do all the trees, plants, and flowers come from?

Where do chickens come from?

Seeds are eggs, too.

They contain the little baby plant.

The outside covering of the seed is the cradle.

The little cradle keeps the seed warm.

It keeps the baby seed from being eaten up by birds or insects.

The flower keeps the seed babies in a little box.

The box is deep down in the middle of the flower cup.

Can we (1) find some of these seed boxes?

- (1) Give each child a flower.

LANGUAGE—REPRODUCTION

LITTLE James went out in a boat for a sail with his brother Roy. They took their dog Jip with them. James leaned over the side of the boat and it upset. The water at that place was very deep. James could not swim but Jip could. He caught James by the back of his coat and swam with him to the shore. "Thank you, dear old dog," said James.

Children illustrate story with pencil on paper.

GEOGRAPHY — POSITION

MATERIAL—square of colored paper 4 x 4 inches.

Children, place your finger on an edge of your paper; on the top edge; on the bottom edge.

Show me your right hand.

Run your finger along the right edge or side of your square.

Along the left side or edge.

Touch a corner of your square.

How many corners has it?

Touch an upper corner.

How many upper corners has your square?

Touch a lower corner. How many lower corners has it?

Place your finger on the upper right corner; on the upper left corner.

Touch the lower right corner.

Touch the lower left corner.

Place your finger on center of paper.

Place two lower corners on two upper corners of paper.

Continue folding to form sixteen small squares.

Finish for seed box.

DRAWING

PAPER folding—seed boxes.

BUSY WORK

A. M.

A DIVISION: Letters—words from board.

B: Division: New word—outline with split peas.

RECESS

A: Number Game—books.

B: (1) Seeds—string.

P. M.

A: Scissors—cut fringe.

B: (2) Prick outline of leaf.

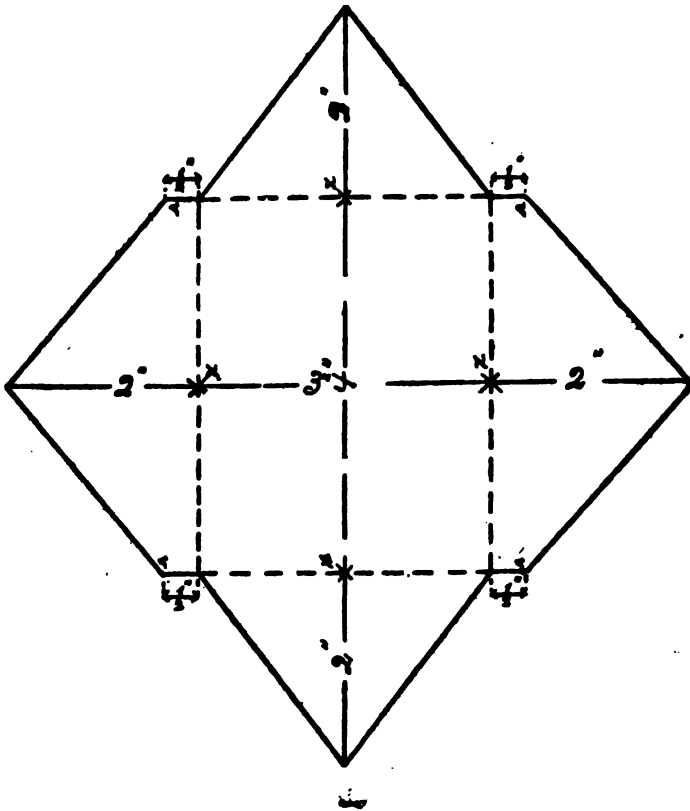
RECESS

A: Trace around object-leaf.

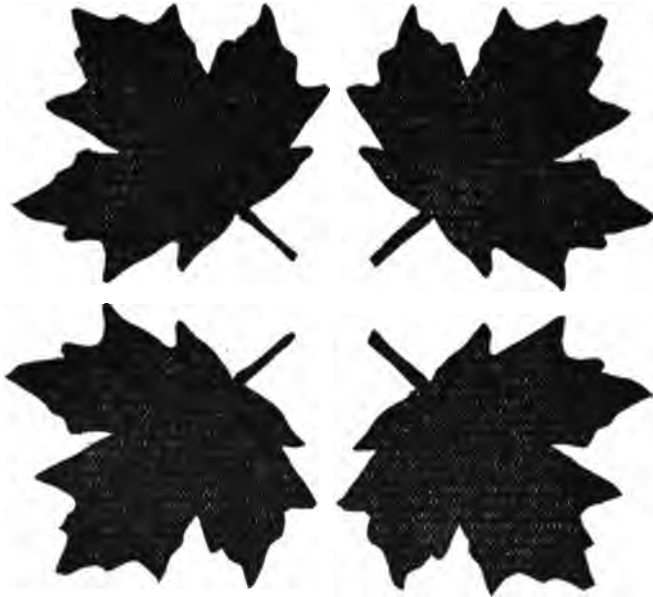
B: Pegs—outline leaf, maple.

(1) Pumpkin seeds colored with Diamond Dye.

(2) Lay hektographed copy on cushions filled with sawdust.



Suggestion for Plan of Seed Box.



THURSDAY

MORNING TALK — NASTURTIIUM

- W**HERE is the home of the nasturtium?
Its leaves are shaped like what?
What color are the leaves?
Which is the prettiest part of the plant?
What colors in this flower?
Of what use are the bright petals? (Attract insects.)
What insect visits this flower?
What does the bee want? (Nectar.)
How does he know where to find the flower? (Bright colors tell him.)
To what do the stripes on the lower petals lead?
On which petals can you see tiny hairs?
Of what use are they? (Explain to pupils.)

Find the pistil.

Why is this the most precious part of the flower?

Find the seed box.

How many seeds in it?

When the flower fades is its work finished?

What is its next work?

LANGUAGE — POEM — NORSE LULLABY

MEMORIZE second stanza.

What is a mountain?

What kind of a tree stood on the mountain side?

What grew at the foot of the tree?

Who ever saw a vine?

How did it grow?

What makes the tree bend over the vine?

What does she say to the vine?

Was the little vine frightened?

What made it afraid?

HISTORY

FABLE: *The Lion and the Mouse.*

One day a lion was sleeping under a tree. A mouse ran over his back and wakened him.

He caught the mouse in his paws and roared. He was very angry, and said, "I will teach you to waken me. I will eat you up."

"Oh," begged the mouse, "please let me go. I did not know you were a lion. If I were as big as you, I would not hurt a mouse."

The lion felt ashamed and let the mouse go. The mouse said, "Thank you. Perhaps some day I can help you." The lion laughed to think of a tiny mouse helping a big lion.

One day the lion was out walking. He walked into a net which hunters had spread. They wanted to catch him for a circus. The

lion roared, and the other beasts ran to help him. They could do nothing.

The mouse then ran up and said, "Perhaps I can help you." The lion laughed, but the mouse said, "Wait and see."

She sat down and nibbled and nibbled for a long time with her sharp teeth. She set the lion free. He never laughed at a small creature again.

DRAWING — PAPER CUTTING

CUT, freehand, lion and mouse.

BUSY WORK

A. M.

A DIVISION: Letters—copy known words from readers.

B: Division: Letters—find new sound.

RECESS

A: Number game—books.

B: Peas—outline new word.

P. M.

A: Pictures—sort.

B: Pictures—sort.

RECESS

A: Pegs—lay nasturtium.

B: Pegs—lay nasturtium.

FRIDAY

MORNING TALK — REVIEW OF FLOWERS

THINK of some flowers that are yellow.
 Think of some flowers that are purple.
 Think of some flowers that are blue.
 Think of some sweet-smelling flowers.
 What flowers have long stems? Short?



Th. Kleehaas

Right or Left



What flowers do the bees like? Why?
 What flowers are working? What is their work?
 What flowers are tired?
 What ones have gone to sleep?
 Which flower do you like best? Why?
 Where does it grow? What work does it do?
 How are its seeds scattered?
 You may each (1) cut me the flower you like best.

(1) Give each child scissors and paper.

LANGUAGE — GAME — GUESSING

LET one child think of an object in the room and the other children guess it by asking questions. Ex.: "Are you thinking of the desk?" "No. I am not thinking of the desk." "Are you thinking of the bell?" "Yes. I am thinking of the bell."

The child who guesses correctly becomes the one to be questioned.

GEOGRAPHY— POSITION — REVIEW OF TERMS — LEFT —RIGHT

MATERIAL—type solids.

Place a cube in the center of your desk.

Charles, what have you done? (I have placed a cube in the center of my desk.)

Place a hemisphere at the right of the cube.

John, what have you done? (I have placed a hemisphere at the right of the cube.)

Mary, where is the hemisphere? (The hemisphere is at the right of the cube.)

Take a sphere.

Place the sphere at the left of the cube.

Sadie, where is the sphere? (The sphere is at the left of the cube.)

Continue with other solids, placing them in various positions related to each other.

At the close of the lesson summarize the position of different objects. Ex.: Where is the cube? Where is the sphere? Where is the hemisphere?

BUSY WORK**A. M.**

A DIVISION: Letters—make new words.

B: Division: Letters—find new sounds.

RECESS

A: Trace name.

B: Peas—outline new word.

P. M.

A: Number cards—sort.

B: Tablets—sort.

RECESS

Teacher reads to class.

THIRD WEEK

MONDAY

MORNING TALK — RIDDLE

I AM a flower.
I am round.
I am yellow.
I am like the sun.
I like the sun
I look at the sun all day.
My stem is big and green.
It has a cup.
The cup has seeds in it.
The seeds are white and brown.
What is my name? (Sunflower.)

LANGUAGE — CONVERSATIONAL LESSON

MATERIAL—pass picture to each child. Let him study it, then lay it aside and tell what he saw.

Encourage him to weave a little story around the characters in the picture.

GEOGRAPHY — CHINESE

MATERIAL—picture of Chinese boy and girl at play.
What kind of a little girl is this?
What tells you that?



Where does she live?

Where is China? (Show on a globe.)

When we are going to bed what is this little girl doing? (Getting up.)

What do you suppose her name is? (Hito.)

What relation is the little boy in the picture to Hito?

Does he dress like the little boys here?

How are his clothes different?

What do you suppose he likes to do better than anything else? (Fly kite.)

Can you see a picture of his kite?

What does it look like? (Big bird.)

The grown up men in China like to fly kites too.

Do you suppose these children go to school? (Hito does not, but her brother does.)

Do you think the school is like ours?

How do they study?

Could you study that way?

How many of the boys here have ever been fishing?

What kind of a pole did you have?

Who ever saw a pole that was bought at a store?

Name? (Bamboo.)

Where does it grow?

BUSY WORK

A. M.

A DIVISION: Newspaper slips—mark known words.

B: Division: New word—outline with peas.

RECESS

A: Number game.

B: Letters—find new sound.

P. M.

A: Trace around (1) object—cut.

B: (2) Name slips—trace.

RECESS

A: Write name pictures.

B: New word—prick.

(1) Oak leaf cut from cardboard.

(2) Pupil's name written on manila slip.



DRAWING—PAPER CUTTING

BOY fishing.

TUESDAY

MORNING TALK—ASTER

MATERIAL—flower for each child.

What color is your flower?

Is it made up of just one blossom?

What does each little flower look like? (Star.)

Who will draw me one on the board?

What kind of a stem has it? (Hard and breaks like a stick.)

What color are the leaves?

What shape?

Who will draw one on the board?

Mary may find in the box the crayon that matches the leaves.

You may color the one which John drew.

Which month does the aster like best?

What kind of days? (Cool.)

What flower is a dear friend of the aster? (Goldenrod.)

Do we often see them together?

Do you know the story of how they came?

Tell story:

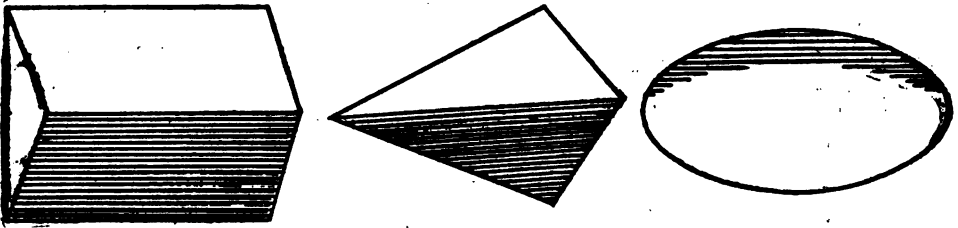
Goldenrod was once a little girl. She had golden hair. Aster was a little girl, too. She had blue eyes. Goldenrod and Aster liked to play together. They wished to make the world beautiful. So they asked a fairy to change them into flowers. The fairy did so.

LANGUAGE—SENSE GAME—SOUND

MATERIAL—wooden spheres and cubes of three different sizes.

Roll them one at a time over the floor. Pupils notice difference in sounds produced by rolling spheres.

Blindfold one pupil, call on others to roll spheres, the blindfold one guessing the sphere rolled; should he fail to tell correctly, the child who rolled the sphere may take his place. Continue this exercise until pupils can guess the size of sphere from the sound.



Ex.: Which sphere have I rolled? (You have rolled the smallest sphere.)

GEOGRAPHY — CLOUDS

WHERE is the blue sky this afternoon?

What hides it?

Where is the sun?

What do the clouds look like?

Do you ever see clouds on pleasant days?

What color are the clouds on a pleasant day?

What color are they to-day?

Do the clouds stand still?

Do they at times move faster?

What makes the clouds move?

Are the clouds of any use to us? To the birds? To animals?

What are clouds? (By experiments show the children that clouds are visible moisture.)

Teach:

"High above us slowly sailing,
Little clouds so soft and white,
You are like the wings of angels,
Watching o'er us day and night."

DRAWING

HAVE children sketch from memory the sunflower.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—mark words containing *ed*, as red, bed, led, etc.

B: Division: New word on board—children copy with letters.

RECESS

A: Practice writing name—books.

B: Name slips—outline with peas.

P. M.

A: Dominoes—draw around and place dots.

B: Pictures—sort.

RECESS

A: Scissors—cut tree swaying in the wind.

B: Pegs—copy arrangement from board

WEDNESDAY

MORNING TALK—STORY OF CLYTIE

ONCE there was a little nymph named Clytie. A nymph, you know, is a kind of fairy who lives in the water.

Clytie lived in a cave in the bottom of the sea. This cave made a very pretty home for her. The floor was made of clean, white sand. There were a great many beautiful shells down there, too.

She used little stones covered with moss for chairs, and her home had many beautiful sea flowers and sea-weeds about it.

She had a horse and carriage for her very own. You could never guess what they were like.

Her carriage was a large shell with a dainty pink lining, and her horses were gold-fish and turtles.

Would you like to ride in a carriage like that? Would'nt it be fun?

One day Clytie went out to ride, and she went to sleep. By-and-



by the shell came to the top of the water and a big wave carried it ashore.

Clytie awoke then and climbed out of her carriage. She had never seen the land before. She did not know what the trees and birds and flowers were.

At first she could hardly see, because everything seemed so bright after the darkness under the waters. What made it so bright, she wondered. How blue the sky looked! How green the grass and trees! How joyfully the birds sang, and what pretty flowers grew everywhere! Why was everything so bright and beautiful?

Clytie looked up again into the blue sky above her. Then she saw the sun-king, and she knew why the earth was so different from the dark sea.

Her little heart was filled with love for this king, who made everything so bright and beautiful. All day she watched him as he rode along in his golden chariot until he went out of her sight in the far west.



The next morning she came again, and she came day after day to watch, each day wishing more and more that she could be bright and beautiful like the sun.

Did you ever hear of a person who loved someone so much that he wanted to be just like that one? Do you think that if he wished it very much, and tried very hard that he could be? Sometimes. So little Clytie, although she did not know it, was becoming more like the sun every day.

One night, when he had gone down behind the hills, and Clytie thought she would go home, she found that she could not move. Her little feet were rooted in the earth. Her pretty green dress had changed into a long green stem with leaves upon it, and as she

leaned over and looked into the water she saw that her beautiful hair had become bright golden petals. The little water-fairy had changed into a beautiful sunflower.

Do you think Clytie was sorry, or ever felt sad because she could not go back to her lonely cave under the sea? No. She was a part of the beautiful earth now, and all day she could see the sun. Each day she turned her bright face toward him as he rode across the sky.

Little Clytie was very happy, and all people learned to love her flower because of her brightness and likeness to the sun-king.

—From *Primary School Plan-Book*.

LANGUAGE — POEM

MEMORIZE third stanza: *Norse Lullaby*.

Who is the king? How does he sing?

What song is the king singing?

In what sort of a voice does he sing?

Who can sing that song to me in a gruff tone of voice?

Of what tree does our poem speak?

What was near the tree?

How did the vine feel? What made the vine afraid?

What did the tree do for the vine? What word tells how the tree sang to the vine?

What else is in the story?

How did the snowflakes happen to be there?

How would you sing to the snowflake?

Which song did the snowflake like best?

GEOGRAPHY — POSITION

MATERIAL—cube and cylinder for each child.

Place your cube on the right side of your desk. Mary, where is your cube? My cube is on the right side of my desk.

Place your cylinder on the left side of your desk. John where is your cylinder?



Place your cube in the center of your desk. Some one tell me the position of the cubes.

Place your cylinder in front of cube. Behind cube.

Place your cylinder opposite your cube. Tell position.

Mary may come and stand opposite me. Where are you standing, Mary?

Children, tell me who sits opposite you. Behind you. In front of you.

Who sits at your left? At your right?

Who lives opposite you? Tell me that to-morrow.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letter—combine sounds on board into a word.

RECESS

A: Number game—books.

B: Colors—find all the yellow tablets.

P. M.

A: Name slips—write.

B: Name slips—outline with peas.

RECESS

A: Trace around leaves—color them.

B: Pegs—copy sunflower design from chart.

DRAWING

AFTER practice at blackboard, have children draw big round sun. Color bright yellow and mount.

THURSDAY

MORNING TALK — PANSY

MATERIAL—a pansy plant for each child.

What held this little plant in the ground?

What else do the roots do for the plant?

What besides roots can you find on your plant?

Show me the leaf stem.

Tell me what work the leaf stem has to do. Its color.

Find the flower stem.

Tell me its use. Its color.

What color are the leaves?

Who will draw one on the board?

What do we call the edge of the leaf? (Margin.)

Children trace around it with finger.

Was it a smooth edge?

Children, place your hands flat on your desks with palms down.

How many can see some tiny blue lines on the back of their hands?

What are they? (Veins.)

Can you find any veins on your leaf?

Find the one in the center that runs from the top to the bottom of your leaf.

Do you know its name?

I will tell you. (Midrib.)

Has your plant a blossom?

Is it fragrant?

Is it of just one color?

What other colors are there in it?

It makes you think of what? (Little face.)

Where did this plant grow?

What did it need to make it grow? (Water, heat, and sunshine.)

Who can tell me its name?

LANGUAGE — STORY OF PANSIES

LONG ago there once lived in a country called Greece many people. These people were called Greeks.

The Greeks believed that there lived in the air, on the earth, and in the sea, people who knew more than they themselves knew. The Greeks called these people gods and goddesses.

Pan was a Greek god. He was a happy little fellow. He always carried a shepherd's pipe on which he played tunes all the time. He used to dance through the woods and fields, and play sweet music to the horses, sheep, and cattle. Pan liked the horses, sheep, and cattle very much.

The shepherds never saw Pan, but they often prayed to him to keep their flocks and herds from harm.

One day in the spring, after the shepherds had prayed to Pan, they saw a beautiful, velvety, many-colored flower peeping up out of the grass. They thought that this little flower looked like a face, and they said: "This is Pan. He has hidden away in the ground all winter, and is now looking to see if the woods and fields are again pleasant to play in. Pan sees."

Then the Greeks called all these little flowers, pansies.

GEOGRAPHY — DIRECTION

PUPILS and teacher point.

That is the ceiling.

This is the floor. This is the *front* wall.

This is the *right* wall. This is the *left* wall.

This is the north wall.

This is the south wall. This is the east wall. This is the west wall.

Call upon different pupils to point and some one pupil may tell to what he is pointing.

Tell the position of objects in the room.

John may walk toward the north wall.

Mary may walk toward the south wall.

Continue exercise until pupils can readily tell these directions.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letters—new sounds.

RECESS

A: Number game—readers.

B: Number game—books.

P. M.

A: (1) Trace pansy—cut out.

B: Trace pansy—cut out.

RECESS

A: Pictures—sort.

B: Pegs—lay pansy.

(1) Cut from stiff paper pattern of pansies. Allow pupils to place upon yellow and violet paper and trace around them, then cut out the traced pansy. Show children how to trace petals and outline veins. Mount on white cardboard.

DRAWING

FREE hand vertical and horizontal lines.

FRIDAY

MORNING TALKS — PARTS OF LEAVES

MATERIAL—several varieties of leaves for each child.

Show me a maple leaf.

Find the margin. Is it smooth?

Show me an elm leaf. Find the margin. Is it smooth?

The margin of this leaf makes you think of what? (Teeth.)



BLACK OAK.

Show me an oak leaf.

What kind of a margin has it?

Find the mid-rib on each of your leaves.

Can you see any other ribs?

Where are they?

Then we will call them side ribs.

Hold the elm leaf up by its stem.

Touch the top of your leaf.

Shall I tell you what we call the part that you have just touched? (Apex.)

Class say it together.

Mary may draw the elm leaf on the board. Find the apex.

LANGUAGE — CONVERSATIONAL LESSON

MATERIAL—a picture given to each child to study. At the end of two minutes the pictures are put into desks and the children describe what they saw.

GEOGRAPHY — FIELD LESSON

TAKE children for a walk.

Find all the wild flowers that are in bloom.

Notice the appearance of the sky, fields, trees.

What birds are still here? What insects?



BUSY WORK

A. M.

- A** DIVISION: (1) Slips—duplicate with letters.
B: Division: Letters—new words.

RECESS

- A: Number game—books.
B: Number game—books.

P. M.

- A: Pictures.
B: Pegs—outline elm, maple, and oak leaves.

RECESS

- A: Scissors—free hand cutting of leaves.
B: Colors—sort tablets according to shape.

(1) Bearing name of school teacher, principal, and superintendent.

FOURTH WEEK

MONDAY

MORNING TALK

MATERIAL—flowers, leaves, seeds collected on class walk.

Children describe each variety and give results of their observations.

LANGUAGE — SENSE TRAINING — SIGHT

TEACHER draw pictures of type forms on board. Erase instantly.

Pupils tell what you drew.

Which one you drew first, last.

Name the pictures drawn from left to right, from right to left

PHYSIOLOGY — PARTS OF BODY

NAME and point to different parts.

Tell some work that each part has to do.

Speak to children of the care which each requires.

BUSY WORK

A. M.

A DIVISION: Letters—review words.

B Division: Letters—review sounds.

RECESS

A: Number game—books.

B: Number game—books.

P. M.

A: Mats and splints—weave.

B: Mats and splints—weave.

RECESS

A: Scissors—cut type forms.

B: Scissors—cut some object in room.

DRAWING

SKETCH from memory something seen on class walk.

TUESDAY

MORNING TALK — INSECTS

WHAT is an insect?

Have you seen any this year?

Where did you see them?

What insects do we sometimes see in the house?

Have you ever seen any in trees? Name them.

What ones have you seen on the ground?

What do insects eat?

Shall we see any next year? Why?

Can you think of any animal that eats insects?

Can you tell me which insects are useful?

LANGUAGE—STORY FOR REPRODUCTION

JOHN has a new cart. It is painted bright red.

John sometimes plays that he is an expressman and goes on errands for mamma.

GEOGRAPHY — CARDINAL POINTS

PPOINT to where the sun gets up every morning.

What is the name of that place?

Point to where the sun goes out of sight at night.
 Tell me the name of that place.
 Where do we see the sun at noon?
 Point to the place where we never see the sun.
 What is the name of that place?
 Teacher points, children tell direction.

BUSY WORK

A. M.

A: DIVISION: Letters—new words.
B: Division: Letters—new words,

RECESS

A: Pictures—sort.
B: Number game.

P. M.

A: Write name.
B: Prick name.

RECESS

A: Pegs—copy design from chart.
B: Scissors—free hand cutting of fall birds.

DRAWING

SOME object based on the sphere—color with crayon.

WEDNESDAY

MORNING TALK—RIDDLE

I AM small.
 I am an insect.
 I came out of an egg.
 I was once like a worm.
 I went to sleep and slept a long time.
 When I waked up I was a worm no longer.
 I could fly.



Millet

The Angelus



I could eat honey.
 I could make wax.
 I could sting, too.
 I work all the time.
 I gather pollen from the flowers.
 I shall rest soon.
 I live in a hive all winter.
 I say buzz, buzz.
 What am I? (Bee.)

LANGUAGE—PICTURE STUDY

MATERIAL—fall pictures, if possible, for each child.
 Pupils study pictures, then lay them aside and describe.
 The child who tells the best story may carry his picture home.

GEOGRAPHY—REVIEW WINDS AND POINTS OF COMPASS

PPOINT toward the north.
 What kind of a wind comes from the north? (North wind.)
 Point toward the south.
 What kind of a wind comes from the south? (South wind.)
 Point toward the east.
 What kind of a wind comes from the east? (East wind.)
 Point toward the west.
 What kind of a wind comes from there? (West wind.)

DRAWING

SSKETCH dove from memory.

BUSY WORK

A. M.

A DIVISION: Letters—make new words.
 B Division: Letters—Find new sounds.

RECESS

A: Number game.

B: Number game.

P. M.

A: Color boxes—duplicate border from chart.

B: Scissors—cut fall flowers. Color.

RECESS

A: Mats—weave.

B: Mats—weave.

THURSDAY

MORNING TALK

TEACH song:

By BERTHA E. BUSH.

O the sunflow'rs,
 O the sunflow'rs, yellow sunflow'rs,
 Shining bright on the prairie far and fair!
 Nodding gaily to the breeze,
 Smiling brightly to the sun!
 There are sunflow'rs everywhere.

There are sunflow'rs in the fields to-day,
 And a message sweet they bear;
 For the hand that set each golden ray
 Brings beauty everywhere.

LANGUAGE

A REVIEW of poems learned during the month.

HISTORY

CHILDREN reproduce fables studied during the month.

DRAWING — PAPER CUTTING — SUNFLOWERS

CUT petals of yellow or orange, paste around a circular center.

BUSY WORK

A. M.

- A:** Letters—new words.
B: Letters—new phonogram.

RECESS

- A:** Number cards—sort.
B: Pegs—lay in (1) groups.

P. M.

- B:** Scissors—cut fringe.
B: Seeds—string.

RECESS

- A:** Pegs—lay sunflower.
B: Peas—outline (2) flower.

- (1) Corresponding to those on board.
 (2) Hektographed on cards.

FRIDAY

MORNING TALK — REVIEW OF MONTH

- H**OW many days in September?
 How many pleasant days have there been? (Count on calendar.)
 How many stormy days?
 What birds have we seen this month?
 What ones are here now?
 Where have the others gone?
 What insects have we seen during September?
 Are there any with us now?
 What happens to the rest during the winter?

What flowers have we gathered for our (*) flower chart?

Is September a fall or a summer month?

Will there be other fall months?

What are they?

Which will be the next one to come?

* Flowers pressed and mounted on heavy manila sheets.

LANGUAGE — SENSE TRAINING — TOUCH

MATERIAL—balls of different sizes.

Let pupils distinguish balls by touch.

What have you?

What shape is it?

What have you now?

What shape is it?

Is it just like the first one that I gave you?

What is the difference?

You have *three* balls now, show me the largest. The smallest.

HISTORY

FABLE: *The Dove and the Ant.*

An Ant, walking by the river one day, said to himself: "How nice and cool this water looks! I must drink some of it." But as he began to drink, his foot slipped and he fell in.

"O, somebody please help me or I shall drown!" cried he.

A Dove, sitting in a tree that overhung the river heard him, and threw him a leaf. "Climb up on that leaf," said she, "and you will float ashore."

The Ant climbed upon the leaf, and the wind blew it to the shore, and he stepped upon dry land again.

"Good-bye, kind Dove," said he, as he ran home. "You have saved my life, and I wish I could do something for you."

"Good-bye," said the Dove; "be careful not to fall in again."

A few days after this, when the Dove was busy building her nest, the Ant saw a man just raising his gun to shoot her.

He ran quickly, and bit the man's leg so hard, that he cried, "Oh! oh!" and dropped his gun.

This startled the Dove, and she flew away. The man picked up his gun and walked on.

When he was gone the Dove came back to her nest.

"Thank you, my little friend," she said, "you have saved my life."

And the Ant jumped for joy to think he had been able to help the kind Dove.

DRAWING—PAPER CUTTING

CUT free hand, the dove and the ant. Note difference in size.

BUSY WORK

A. M.

A DIVISION: Newspaper slips. Underscore known words.

B Division: Newspaper slips—cut out familiar words.

RECESS

A: Number game.

B: Pegs—arrange by twos.

P. M.

A: Name slips—copy.

B: Name slips—outline with peas.

RECESS

A: Sewing cards.

B: Sewing cards.

OCTOBER PLANS

OCTOBER morning! How the sun
Glitters on glowing shock and sheaf,
On apples crisp with mellow gold,
On wonder painted leaf!
October evening! Look, the moon,
Like one in fairy lands benighted!
Frost out of doors bites sharp; within,
Good, our first fire is lighted!—JOHN JAMES PIATT.

FIRST WEEK

MONDAY

MORNING TALK—NEW MONTH

WHAT month went away yesterday?
Who will name the new month which we welcome this morning?
What were people doing as you came to school this morning?
What is your mamma doing?
What are the farmers doing?
Did you see any birds?
Where have most of the birds gone? Why? Will they return?
Did you see any insects? Where are the other insects? Why
do they go away or hide?
Do the trees look now as they did in September? What colors
may we see now?
Where are the squirrels? What do you suppose they are doing?
What has taken the place of the flowers? What are the seeds
doing?
What color is the grass?
How did the sky look as you came to school?
Did the wind blow at all?

READ to class: *October's Treasures.*

I am gay October,
Dressed in yellow leaves;
See, now, all the treasures
Glad October gives.

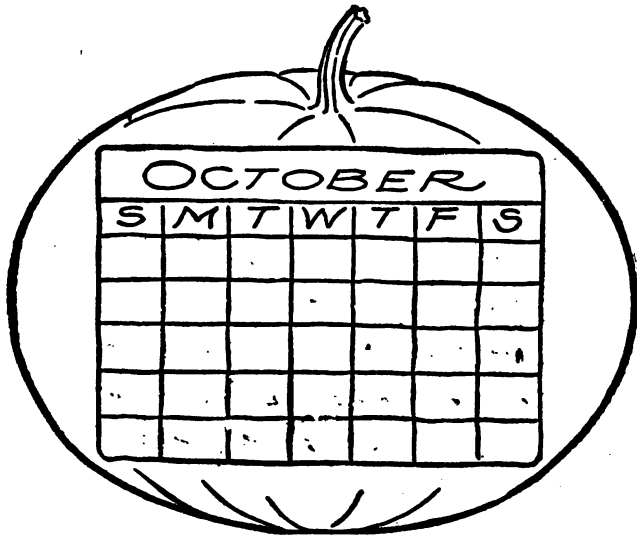
Apples, red, red apples,
Piled up in the bin.
Grapes in purple clusters
All our praises win.

Peaches sweet and mellow,
Oh, so good to eat!
Pears so rich and juicy,
Such a toothsome treat!

Nuts the friendly breezes
Rattle from the trees.
Leaves of lovely colors,
Like* these and these and these

Oh, we love October,
And we're glad she's here,
Storing up the sunshine
For the livelong year.—BERTHA E. BUSH.

*Teacher shows leaves of different colors.



LANGUAGE — CONVERSATIONAL

WHAT have I in my hand? You have a leaf in your hand.
In which hand am I holding the leaf? You are holding the leaf
in your right hand.

By what am I holding the leaf? You are holding the leaf by its stem.

Where is the leaf now? The leaf is upon the table.

On what part of the table is the leaf? The leaf is near the edge of the table.

Mary may take the leaf.

Where is the leaf now? Mary has the leaf.

John may give Mary another leaf.

How many leaves has Mary now? Mary now has two leaves.

Continue, using other objects.

Aim to get complete statements, and clear enunciation.

HISTORY—REVIEW OF CHINESE

I AM thinking of a little girl who lives in China. Does some one remember her name?

When we get up in the morning what is Hito doing?

What does Hito's brother like to do better than anything else?

How does he look?

Are his clothes like yours?

Who beside boys like to fly kites in China? (The men.)

Does Hito's brother like to go to school?

Is the school like yours?

How do the Chinese children study?

Could you study that way?

Have any of these boys ever been fishing?

What sort of a pole did you use?

Why do you like a bamboo pole best?

Where do we get poles like that?

What were they once?

DRAWING—CHINESE GIRL

MATERIAL—doll dressed to represent Chinese girl.

Discuss the different articles of dress, before drawing.

BUSY WORK

A. M.

A DIVISION: Letters—copy words from board.

B Division: Letters—copy new phonogram.

RECESS

A: Number game—copy.

B: Number boxes—select (threes).

P. M.

A: Trace around (1) object—cut.

B: Name slips—trace.

RECESS

A: (2) Slips—match.

B: Scissors—cut (3) figures.

-
- (1) Fish cut from cardboard. Copy the name of the fish on each.
 (2) Words of reading lesson in script and print.
 (3) From strips of wall-paper.

TUESDAY

MORNING TALK—SEED BABIES

WHAT flowers are still in bloom?

What flowers have bade us good-bye and gone away?

What do you find in the place of the blossoms on plants?

Where do these little seeds come from?

Who cares for them?

When the mother plant goes to sleep what do the seed babies do?

Now can you tell me what the work of the plant is?

What sometimes happens to the seed babies? (Carried away.)

By what are they carried away?

How can we help protect the seed babies?

What kinds of seed do we wish to save?

What seeds will we get from the garden? From the flower beds?

What other seeds are boys and squirrels gathering? (Nuts.)

Seeds that are good to eat are called what? (Edible seeds.)
Can you tell me of any edible seeds in your yard or garden?



LANGUAGE

MEMORIZE first stanza.

OCTOBER.

October gave a party;
The leaves by hundreds came—
The Ashes, Oaks, and Maples,
And those of every name,
The sunshine spread a carpet,
And everything was grand,
Miss Weather led the dancing,
Professor Wind the band.

The chestnuts came in yellow
The Oaks in crimson dressed;
The lovely Misses Maple
In scarlet looked their best.
And balanced all their partners,
And gayly fluttered by;
The sight was like a rainbow
New fallen from the sky.

Then in the rustic hollows,
At "hide-and-seek" they played,
The party closed at sundown,
And everybody stayed.
Professor Wind played louder;
They flew along the ground;
And then the party ended
In jolly "hands around".

—Selected.

Who gave the party?
What guests were invited?
Did many come? Which word tells you that?
How did the sunshine help?
How do you suppose that carpet looked?
What was there for entertainment?
Who led the dancing?
What music was there?
How many children have ever heard a band?
Was it like this one?

GEOGRAPHY — TERMS

REVIEW terms front—back.

Material—objects for each child.

You may place a cube in the center of your desk.

John, where is your cube? (The cube is in the center of my desk.)

You may place a sphere in front of the cube.

Mary, where is the sphere?

You may place a cube back of the sphere. Where is the cube now?

Show me the front edge of your desk.

Point to a corner of your desk. Which corner is it? Find another corner. Can you tell me what that corner is called?

Find a lower corner on your desk. Which hand is pointing to the lower corner?

What is the name of that lower corner? What is the name of the other lower corner?

Can you find me an upper corner? How many upper corners has your desk?

Find the upper left corner.

Place the sphere in the upper right corner.

John may pass to the back of the room and stand in a corner.

Mary pass to the front of the room. Who will lead her to a corner?

DRAWING — COLOR LESSON

TRACE around leaves and color.

BUSY WORK

A. M.

A DIVISION: Letters—copy new words.

B Division: Letters—copy new phonogram.

RECESS

A: Number envelope.

B: Tablets—trace and place (1) rings.

P. M.

A: (2) Envelopes—match word to picture.

B: Tiles—(3) arrange pegs.

RECESS

A: Name slips—write.

B: Name slips—(4) Outline.

- (1) To illustrate a number printed on a large card hung before the class.
- (2) Containing pictures of familiar objects. Names of same on slips both script and print.
- (3) According to the spectrum colors arranged on a chart.
- (4) With peas.

WEDNESDAY

MORNING TALK — TREES — USE

I AM thinking of something.

It gives us homes, food, pencils, furniture, fuel, musical instruments, shade and many other things.

Who can guess it?

Tell me what trees give us homes? How?

They provide what other homes? (For birds.)

How do they provide homes for birds?

What trees give us food?

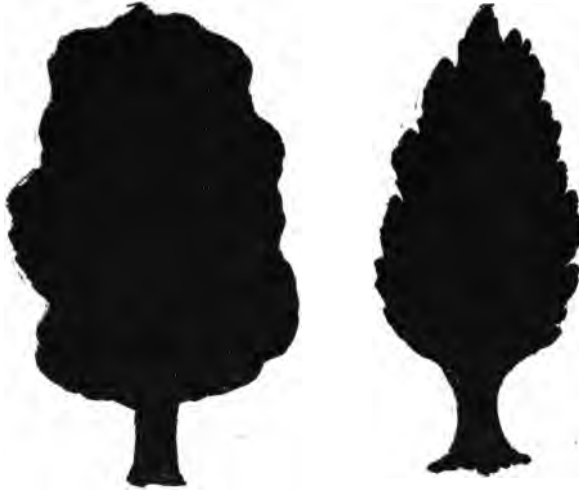
What trees are used for fuel? How?

Of what trees is furniture made?

What must be done to the tree first?

What is that part of the tree nearest the ground called?

Where shall we find the birds' homes? (Among the branches.)



What is the outside covering of the trunk called? Of what use to the tree?

How does the bark protect the tree?

What story does the bark of the tree tell us? (Age.)

Who has ever seen a canoe? Of what was it made?

When we have medicine in a bottle what keeps it from spilling?

Of what do you think the cork stopper is made?

Now tell me the uses of bark.

LANGUAGE—SENSE TRAINING—HEARING

THE children form a circle. A child is chosen for the center. Blindfold him with a paper bag. He is given a pointer. At a given signal the children are to rotate until he taps the floor with the pointer when they are to stop. The child in the center points

to some one who grasps the pointer and says, "Who am I?" If the child's name is correctly given the two change places and the game continues.

HISTORY

FABLE: *The Greedy Hen.*

A little brown cock and a little white hen lived on the top of a hill. They were very happy together.

All summer long they chased the butterflies and scratched for seeds. But winter came and food was scarce. They almost starved. At last not a seed or a nut was to be found. The cock said to his little wife, "We will go in different ways and search for food. If I find a nut I will call you and give you half. If you find one, call me to share it with you."

So she promised.

The little cock looked all day but could not find a nut. The little hen on the other side of the hill could find none. At last, very weary, she was about to turn for home—suddenly she saw something on the ground.

It was a nut! How her eyes glistened and oh! how hungry she felt. She opened her beak to call the little cock, but quickly closed it. "If I do not call, he will not know I have found a nut. I can have it all myself."

So she quickly snatched it up. But the nut was so large it stuck in her throat. She sputtered and coughed and was choking.

She called out to the little cock, "Fetch water, fetch water, I am choking." The cock ran to a stream and filled a nutshell with water. But it was too late. When he came back he found the greedy hen dead.—From *The Story Reader*.

DRAWING

DRAW and color grass.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—mark (1) words.

B Division: Letters—copy (2) words from board. /

RECESS

A: Number envelopes—sort.

B: Dominoes—copy.

P. M.

A: Name slips—copy.

B: Name slips—trace.

RECESS

A: Color boxes—arrange (3) border.

B: Sewing cards.

(1) Familiar.

(2) Taken from reading lesson.

(3) Arranged on chart.

THURSDAY

MORNING TALK—SEED CRADLES.

MATERIAL—a variety of seeds. As many as possible in pods.

When we were babies into what did our mothers tuck us when we slept?

Into what do you think Mother Nature tucks her seed babies?



What is another name for the seed baby's cradle? (Pod.)

Can you come to the table and find a cradle or pod?

What is the name of the seed baby inside?

Will it remain there all winter?

Is there always just one seed baby in a cradle?

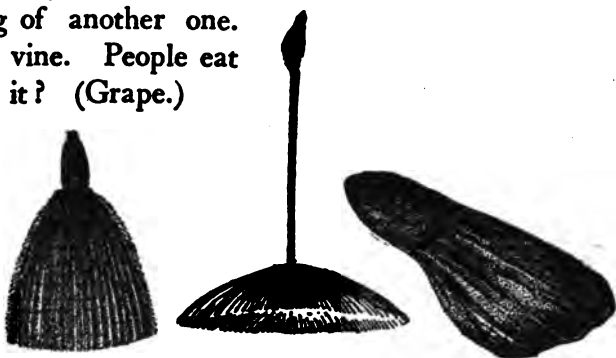
Try to find a cradle with more than one baby in it.

I am thinking of a brown seed cradle. It is up in a tree. Can you guess what it is? (Nut.)

Now I am thinking of another one. It is purple and on a vine. People eat this cradle. What is it? (Grape.)

I am thinking now of a very large cradle. You will find it in an orchard. Who knows it? (Apple.)

To-morrow bring me as many cradles as you can find. We will notice just how the babies are tucked inside.



LANGUAGE — POEM

MEMORIZE second stanza of "*October's Party*."

What guests came to October's party?

Can you tell me the first stanza?

Listen while I tell you more about it. Repeat to class the second stanza.

How were the chestnuts dressed?

Can you see something in the room of that color?

What did the oaks wear?

What was the brightest dress worn? By whom?

When they all got together how did they look?

What word tells us that they were having a good time?

Now you may repeat the story after me.

GEOGRAPHY — REVIEW — CARDINAL POINTS

CHILDREN are placed to represent points of the compass.

Choose some child who is in his seat to call for one of the cardinal

points as, "Where is North?" The child at that point answers, "Here is North."



Should he fail to answer, the child who asked the question may take his place and he sits.

Repeat with other children.

DRAWING — PAPER CUTTING

LEAVES dropping from the trees.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) mark.
Division: Letters—copy (2) word.

RECESS

A: Number game—copy.

B: Pegs—arrange in groups.

P. M.

A: Name slips—copy.

B: (3) Object—trace around.

RECESS

A: Pegs—lay around leaf.

B: Seeds—string.

(1) Words containing new phonogram.

(2) Action word. Ex., walk.

(3) Hat cut from cardboard.

FRIDAY

MORNING TALK — WEATHER OBSERVATIONS

WHAT kind of a morning is this?

What day is it?

Can you find it on the calendar?

What color is the the sky this morning?
 Are there any other colors in the sky?
 Is it warmer or cooler than it was yesterday?
 You may repeat after me:

"THE ELF WHO IS COMING."

Some one is coming some October night,
 A gay little elf who is dressed in white.
 He pinches the leaves on the tall rustling trees
 And yellow as sunshine they wave in the breeze.
 He touches the flowers in their purple and red;
 Alas! the next day they are withered and dead.
 He leaves on the grasses a film-veil of white,
 Which melts away in the bright sunlight.
 And we love him in spite of the mischief he'll do,
 For he makes the air fresh and he makes the sky blue.
 And no days are more beautiful through the whole year
 Than the October days when Jack Frost has been here.

LANGUAGE

PICTURE Study: *The Sower and the Seed.*

- What do you see in the picture?
- What time of year do you think it is? What tells you that?
- What time of day is it?
- What is the man doing?
- What is a sower?
- What kind of seed do you think he is sowing?
- How was the soil prepared for the seed?
- What will the seed need to make it grow?
- Is he planting the seed in rows?
- What seeds did you plant in rows in your garden last spring?
- What sometimes carries the seed away before it sinks into the ground?
- Does the sower seem to be happy?
- Do you think he likes to sow the seed?
- What tells you that?
- What would be a good name for this picture?

HISTORY—COLUMBUS

MATERIAL—Pictures of life in Italy and of Columbus.

Show the class the position of Italy on the globe.

People who live in that country are called Italians.

How many ever saw a hand organ man? Many of those men come from Italy.

Many, many years ago a little boy was born in Italy, who, when he grew up, became very famous.

You see he lived very far from here, on the other side of the ocean. Neither he, nor his father, nor any of the people in that country knew about this country of ours.

This little boy's name was Christopher Columbus. He loved to go down to the wharves and watch the sailors at their work. The sailors told him such wonderful stories that he wished to be a sailor, too. He wished it so very much that when he grew to be a man he did become a sailor and was a very good one, too.

He sailed on ships loaded with goods. These goods were sold over the seas. It took a long time to cross the seas. Columbus thought that there must be a quicker and better way to cross the sea. He wished very much to try to find this new way, but he was poor and had no money to buy ships or to hire sailors to go with him. He asked many people to help him, but none would do so.

After waiting a long, long time, the king and queen of this *country, Spain, furnished him with three ships and sailors to go with him.

They sailed a long time. Finally Columbus saw sticks floating on the water. Then he saw birds flying in the air. This told him that land was near. The sailors had become tired of sailing, they feared that they were lost. On the morning of October twelfth they saw the land. Going ashore, they fell on their knees, kissed the soil and thanked God for bringing them safely to land again. It was to our own country they had come.

Who can tell me the name of our country?

(*) Point to Spain on globe.

BUSY WORK

A. M.

A DIVISION: Letters—words of reading lesson.
B Division: Same.

RECESS

Optional.

P. M.

A: Envelopes—(1) match words.
B: Name slips—trace.

RECESS

A: Scissors—cut objects in room.
B: Same.

(1) Match words to object.

SECOND WEEK

MONDAY

MORNING TALK — WHEAT

MATERIAL—Head of wheat.

Who can tell me what I have in my hand?

Give children a head of wheat to examine.

Remove one of the grains. How does it feel?

In what are each of these little grains wrapped? (Husk chaff.)

Remove the covering.

What is each little seed from a grain of wheat called?

Can you tell me of any other seeds that grow like grain?

What do these grains make when crushed?

Of what use is flour?

What kinds of food can be made of flour?



LANGUAGE

STORY: *Little Red Hen.*

Once a little hen found a grain of wheat. It did not eat the wheat. It said, "Who will plant the wheat?"

The rat said, "I won't," the cat said, "I won't," and the pig said, "I won't." "I will, then," said the little red hen, and she did.

When the wheat was ripe she said, "Who will take this wheat to the mill to be ground

into flour?" The rat said, "I won't," the cat said, "I won't," and the pig said, "I won't." "I will, then," said the little red hen, and she did.

When she came back with the flour she said, "Who will make this flour into bread?"

The cat said, "I won't," the rat said, "I won't," and the pig said, "I won't." "I will, then," said the little red hen, and she did.

When the bread was done the little red hen said, "Who will eat this bread?" The rat said, "I will," the cat said, "I will," and the pig said, "I will." The little red hen said, "No, you won't, for I am going to do that myself," And she did.



—From *Appleton's First Reader*.

GEOGRAPHY — POSITION — IN — OUT — LEFT — RIGHT

SHAKER game:

I put my left hand in. I put my left hand out. I give my left hand a shake, shake, shake, and turn myself about.

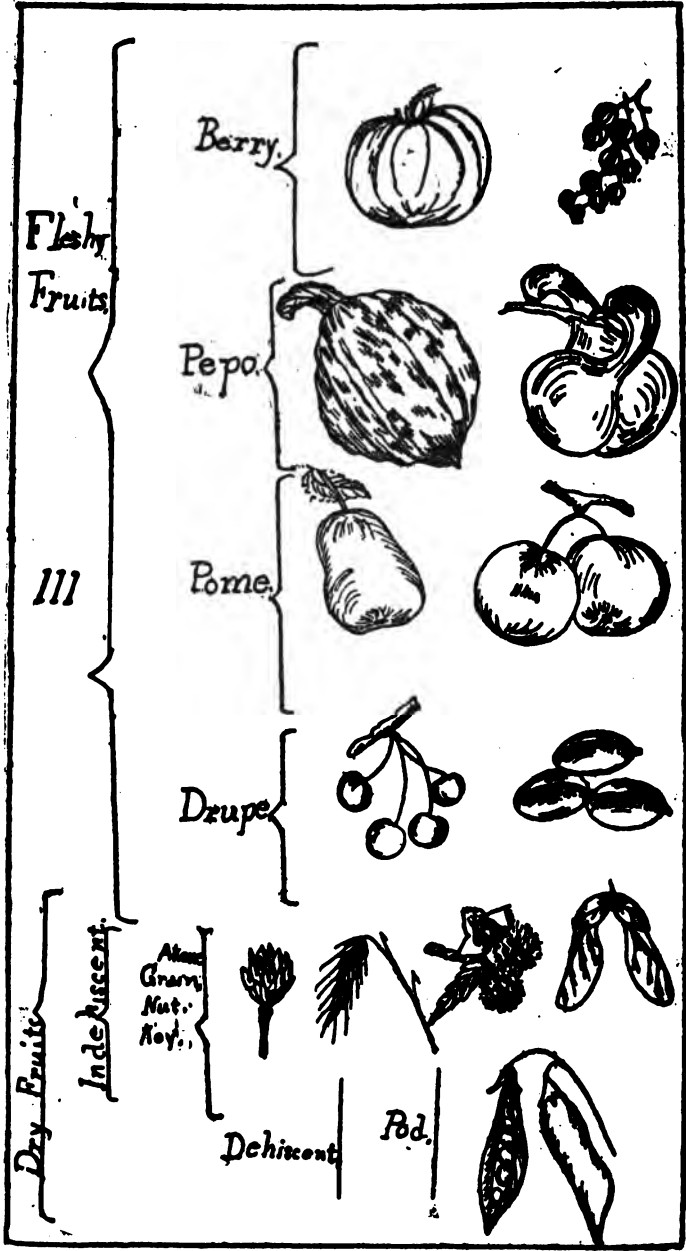
Repeat with right hand. Both hands. Same with left foot—right foot.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letters—new sounds.



RECESS

A: Copy number.

B: Name slips—trace.

P. M.

A: Trace, draw and cut Little Red Hen.

B: Peas—lay Little Red Hen.

RECESS

A: Name slips—write.

B: Scissors—cut on vertical lines.

TUESDAY

MORNING TALK — HOW SEEDS ARE SCATTERED

WHEN the seeds are ripe.

What is the next thing? (Must be scattered abroad.)

If the seeds of every tree and plant were to drop exactly underneath, and take root, what would happen? (They would be choked for air and room.)

How has Mother Nature guarded against this? (Provided methods of scattering the seed.)

Who are Mother Nature's helpers in this? (Birds, squirrels, wind and people.)

What seeds do the birds most often plant? (Fruit seed.)

The squirrels? (Nuts.)

What seeds have wings?

Name some having sails.

How do the sails help?

What seeds have feathers?



LANGUAGE

POEM: *October's Party.*

Memorize third stanza.

What game did the leaves play?

Where?

When was the party over?

Another name for sundown.

What did Professor Wind do?

What was the very last thing the leaves did before going home?

You may repeat the story after me.

Tell me the other two stanzas.

GEOGRAPHY — FORENOON — AFTERNOON

WHAT is that part of the day before dinner called?

Tell me all the things we do in the forenoon.

After dinner or noon what do we say?

Which do you like the better, the forenoon or the afternoon?

John may tell me a story about the forenoon.

Mary, one about afternoon.

DRAWING — COLOR LESSON

DRAW and color fruit.

BUSY WORK

A. M.

A DIVISION: Letters—New words.

B Division: Letters—new sounds.

RECESS

A: Circles—trace around—(1) place rings.

B: Write (2) four.

P. M.

B: Name slips—(3) outline.

A: (4) Spelling slip—copy.

RECESS

A: Mats—weave.

B: Straws—string.

(1) Corresponding to number story on the chart.

(2) Figure 4.

(3) With lentils.

(4) One word upon each slip.

WEDNESDAY

MORNING TALK

READ: *Mother Nature's Helpers.*

"I have many seeds to scatter," said Mother Nature to herself, "but the children always help me, and I am sure they will this year. I will make the work easy and they will think it is only play." And the dear old lady set about making her plans.

First there was the maple tree. Mother Nature put wings on all the seeds, so that they could fly. The seeds fell to the ground and the children picked them up, a hatful at a time. Along came a breeze and away the children sent the seeds flying over the field.

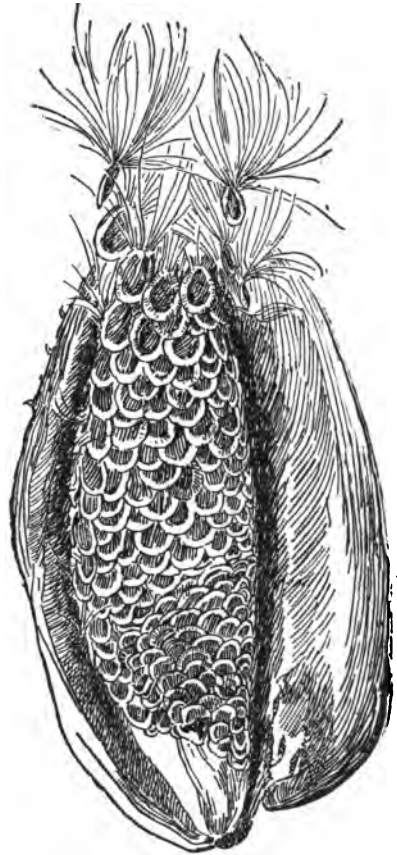
"Ah," said Mother Nature, "that is good. Now I shall have plenty of young maple trees next year."

Soon the dandelions went to seed. Mother Nature put a little feather on the end of each one.

"Let us see how soon mother wants us," the children said. So they blew the seeds from the dandelion stems with long, strong blows. The seeds went flying over the field.

"Ah," said Mother Nature, "that is good. Now I shall have plenty of dandelions next year."

By the side of the fence grew some burdock burrs. Mother Nature put sharp spines on each burr so that they would stick together.



"Let us make burdock baskets," the children said. When the baskets were made it was dinner time, so the burrs were dropped beside the road.

"Ah," said Mother Nature, "that is good. I shall have plenty of burdocks next year."

The touch-me-not flowers turned to little brown seeds. Mother Nature put the seeds into pods.

"Let us snap touch-me-nots," the children said. They snapped the pods and the seeds burst out and scattered over the field.

"Ah," said Mother Nature, "that is good. Now I shall have plenty of touch-me-nots next year."

Many acorns grew on a large oak tree. Mother Nature made them round and hard.

"Let us shoot acorns in our slings," the children said. They shot acorns across the fields all the afternoon.

"Ah," said Mother Nature, "now I shall have plenty of young oaks next year."

The milkweed grew large pods full of seeds. Mother Nature dressed them in soft white silk.

"Let us open the milkweed pods," the children said. They sent the seeds flying about like a cloud.

"Ah," said Mother Nature, "that is good. Now I shall have plenty of milkweed next year."

The beggar ticks grew their flat brown seeds. Mother Nature put a sharp spine on each.

"Let us walk through the fields," the children said. They covered their clothes with the sticky ticks.

"Ah," said Mother Nature, "now I shall have plenty of beggar ticks next year."

So it was that Mother Nature was helped by the children. And they thought it was only play.

—*Selected.*

HISTORY — REVIEW COLUMBUS

WHO first saw America?

Where was this man born?
 What are people in that country called?
 Tell me about Columbus as a boy.
 What did he wish to become?
 Did he succeed?
 After becoming a sailor what did he wish to do?
 Who helped him?
 Can you tell me about the voyage?

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) mark—(2) copy.
B Division: Newspaper slips—mark new sound.

RECESS

A: Number game—make (3) stories.
 B: Number game—select (4) numbers.

P. M.

A: Name slips—write.
 B: Lentils—(5) outline.

RECESS

A: Sewing cards.
 B: Mats—weave.

- (1) New phonogram.
- (2) With letters.
- (3) From chart.
- (4) New one studied.
- (5) Pupils' name.

THURSDAY

MORNING TALK—BIRDS

ARE there any birds with us now?
 Where have most of the birds gone?
 Why do they go South for the winter?
 Can you tell me which birds eat insects?

Where are the insects in winter?

Name some seed-eating birds.

Can you think of any reason for some of those birds remaining with us?

Will the birds come back? When?

Why do they not remain in the South all winter?

Name some of the birds seen lately. Where seen?

What were they doing?

LANGUAGE

PICTURE Study: *The Gleaners*.

What thing can you see in the picture?

What season of the year is it?

Why do you think that?

What time of day is it?

Who has heard of a gleaner?

What are the people in the picture doing?

What is a reaper? Can you see any reapers in the picture?

What kind of grain in this field?

What color before it is ripe?

What color when ripe?

Who has ever been in a wheatfield?

How high did the wheat grow?

What are these people going to do with the wheat?

Where does the farmer put the sheaves of ripe grain? Why?

What must be done to the wheat before it is made into flour?

What machines are used?

Where is the wheat carried to be made into flour? How?

Tell to the class the story of "Ruth among the Gleaners".

Explain the old-time way of making flour.

GEOGRAPHY — POSITION

MATERIAL—objects for pupils and teacher.



Millet

The Gleaners



- First—Teacher place an object; pupils imitate.
 Second—Teacher place an object; pupils tell what was done.
 Third—Objects removed; pupils describe.
 Fourth—Teacher dictate; pupils place objects.
 Fifth—One pupil dictate; class place objects.

BUSY WORK

A. M.

A DIVISION: Letters—copy new words.

B Division: Letters—copy action words.

RECESS

A: Tablets—trace around—place rings.

B: Tablets—trace around—place (1) number.

P .M.

A: (2) Word slips—copy.

B: Name slips—(3) outline.

RECESS

A: Scissors—cut Columbus' ships.

B: Pegs—outline the above.

-
- (1) New one studied.
 - (2) Name of some object—in script.
 - (3) With peas.

FRIDAY

MORNING TALK—FRUIT

HOW many children have a yard or garden at home?
 Are there any fruit trees in your garden?
 How many kinds of fruit trees near your home?
 Are there any near here?
 What fruit is on the trees now?
 What fruit has the farmer just gathered?

What fruits for sale in the stores?
 Which of these fruits can be kept all winter?
 What is done with the fruit which will not keep?
 Where are they then kept?
 Name the fruits which grow on vines. On bushes.
 Name the sweetest fruits. The sour ones.
 Which fruit has the prettiest color?
 Name a fruit having a core.
 One having a stone.
 Which do you like best?

LANGUAGE—SENSE TRAINING—TOUCH

MATERIAL—variety of common nuts.

Blindfold pupils, who name them by touch only.

GEOGRAPHY—REVIEW POSITION

MATERIAL—type solids.

Place a type solid on the table.

A pupil passes to the board and represents the position of the solid.

Another is added. A child now shows the position of both.

Continue adding to and changing the position of the solids.

In each case after drawing the position of the solids is given orally.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—cut familiar words.

B Division: Newspaper slips—mark (and).

RECESS

A: Dominoes—mark around—place dots.

B: Dominoes—same.

P. M.

A: (1) Pictures—copy names.

B: (2) Pictures—arrange slips.

RECESS

A: Picture books.

B: Same.

(1) Hektographed on slips. Name in script below.

(2) Cut from magazines and pasted on cards. Slips with name of objects in picture. Match slips to picture.

THIRD WEEK

MONDAY

MORNING TALK — NUTS

I AM thinking of a seed cradle.
I like to eat what is inside the cradle.
Can you guess it?
What nuts grow on trees?
In the ground? On bushes?
From what part of the plant do most nuts grow?
Does the peanut grow on trees or in the ground?
What covers the nuts? Of what use to the nut?
Is the acorn wholly covered?
What helps the covering to open?
What color is the acorn before it is ripe?
Why do we like best the nuts that we find under the tree on the ground?
Who remembers how nuts are scattered?
How does it happen that we sometimes see oak trees on the bank of a river or stream? Will nuts float on water? Try it and see.

LANGUAGE

ACCTION Poem: *Autumn*.

Autumn (1) leaves are falling,
Summer sweet is past,
With its flowers (2) and (3) sunshine,
Summer days fly past.

Where (4) is now the cuckoo?

Where (5) the swallow, too?

Gone (6) to sunny countries,

Where the sky (7) is blue.

Come (8) then to the orchard, (9)

Pluck (10) the apples sweet,

Pears (10) and plums, and peaches, (10)

All are ripe to eat.

See (11) the yellow cornfield;

Reapers (12) soon will come,

And with gladsome singing

Bear (13) the harvest home.

(1) Raise hands and lower slowly, moving fingers to imitate falling leaves.

(2) Point to ground.

(3) Shade eyes and look up.

(4) Look to right.

(5) Look to left.

(6) Point to south.

(7) Point to sky.

(8) Beckon.

(9) Point to window.

(10) Pretend to pluck.

(11) Point to right.

(12) Imitate cutting of corn, using right hand as a sickle.

(13) Extend arms and join fingers.

—Selected.

GEOGRAPHY

REVIEW Chinese child-life.

Who remembers the fish-poles about which we talked the other day?

Of what did you tell me they were made?

Where does the bamboo grow?

How do you think it looks growing? (Like great wood.)

Do you think it is a tree?

What has the bamboo that your fingers, arms and legs have?
(Joints.)

- Can the bamboo bend at the joints?
 Why do you like bamboo fish-poles?
 What makes them easy to hold? (Light.)
 Why are they light?
 What are young bamboo stalks called?
 What do we mean by shoots? (Stems.)
 What do the Chinese do with the shoots? (Eat them.)
 What are the long shoots used for? (To build houses.)
 What articles have you seen made of bamboo?
 Is there anything in the school-room made of bamboo? (Flower holder.)

DRAWING — PAPER CUTTING

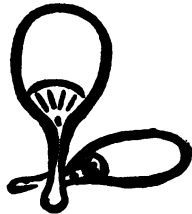
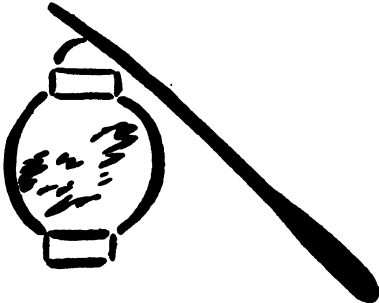
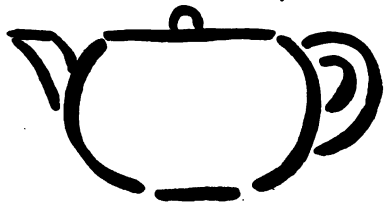
BAMBOO tree.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letters—review sounds.



RECESS

A: Copy number.

B: Numbers—(1) sort.

P. M.

A: Name slips—copy.

B: Name slips—(2) outline.

RECESS

A: Scissors—cut articles made of bamboo.

B: Colored sticks—(3) sort.

(1) Selecting those learned.

(2) With seeds.

(3) According to length.

TUESDAY

MORNING TALK

WHO remembers all the kinds of fruit about which we talked last week? Name them.

Which of these are good to eat?

When are they good to eat? (When ripe.)

How do we know when they are ripe?

What do we say about fruit before it is ready to eat? (Green.)

Why must we not eat green fruit? (Will make us ill.)

When fruit is too ripe what do we say about it? (Rotten.)

If we eat rotten fruit what happens? (May make us ill.)

What do men sometimes do to apples? (Crush out the juice.)

How is this done?

When the juice is first crushed out how does it taste?

We call it what? (Cider.)

After a little while how does it taste?

What causes it to change?

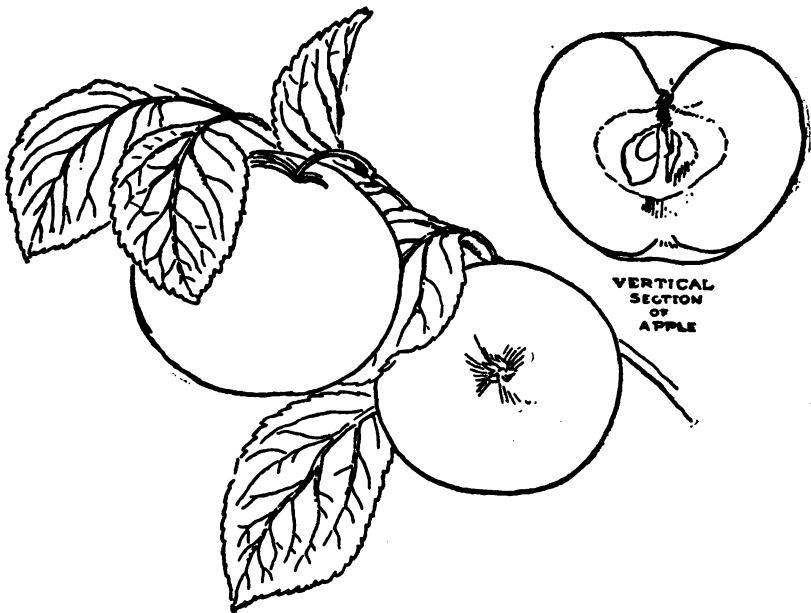
I will tell you.

There is, mixed with the juice, dust from the apple skins. In this dust there are tiny plants—so small that you could not possibly

see them. After the juice has stood awhile these plants begin to grow and use all the sweet part for food. They take the sweet and leave in its place a poison called alcohol.

Some people drink this juice that has alcohol in it. They do not know about the poison in it. What will poison do to us?

If the juice stands longer, another little plant grows in it and uses



up the alcohol. The juice is very sour now and our mothers use it for making pickles.

Who can guess its name? (Vinegar.)

The place where cider is made is called what?

Who has ever visited a cider-mill?

Were the apples which you saw there fine, nice looking apples?

What kind of apples were they?

The apples get bruised by being in such large heaps, which causes what to happen? (Get rotten.)

Now who can tell me two very good reasons why we must not drink the sour cider?

LANGUAGE — SENSE TRAINING — VISUALIZATION

ARRANGE nuts on the table in a row. Have them named from left to right. Change the arrangement and have them named from right to left.

Pupils close eyes. Teacher changes the arrangement of the nuts. Ask some child to replace them. Children close their eyes again. Make another change. Choose another child to replace them. Repeat this a number of times. Increase the number of objects used as the children gain in power.

HISTORY

FABLE: *The Fox and the Grapes.*

A hungry fox once saw some grapes in a tree. He ran to them and tried to get them. The grapes hung so high that he could not reach them. He tried again and again but each time failed.

Finally he ran away, saying: "The grapes are sour. I would not eat them if I could get them."

DRAWING

DRAW and paint cluster of grapes.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) underscore.

B Division: Letters—make new words.

RECESS

A: (2) Pictorial number—attach (3) name

B: Tablets—trace around—place numbers.

P. M.

A: (4) Word matching.

B: Same.

RECESS

A: Straws—string.

B: Mats—weave.

-
- (1) New phonograms.
 (2) Pictures arranged in groups on board
 (3) Group name.
 (4) Slips—each bearing an action word hektographed. Five or more slips of each kind. Kept in envelopes.

WEDNESDAY

MORNING TALK

READ to class: *The Song of the Corn.*

I was made to be eaten,
 And not to be drank;
 To be thrashed in a barn,
 Not soaked in a tank.

Make me up into loaves,
 And your children are fed;
 But if into a drink
 I will starve them instead.

I come as a blessing,
 When put in a mill,
 As a blight and a curse
 When run through a still.

Then remember the warning—
 My strength I'll employ,
 If eaten to strengthen,
 If drunk to destroy.

LANGUAGE—STORY TELLING

CHILDREN reproduce at the suggestion of teacher the different stories told them during the term.

GEOGRAPHY—REVIEW OF DIRECTION

FIND the right side of your desk.

Mary, walk to the right side of the room.

Leon, walk to the left side of the room.

Describe the way to go to certain houses in the neighborhood. To certain stores.

What buildings back of the school-house?

What buildings in front of the school-house?

What streets in front? At the back? On our left? Right?

DRAWING

DRAW plans of school grounds.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letters—new words.

RECESS

A: Number game—arrange.

B: Numbers—sort.

P. M.

A: Pictures—copy names.

B: Pictures—match slips to picture.

RECESS

A: Scissors—cut (1) pictures.

B: Scissors—cut on lines.

(1) From furniture catalogue.

THURSDAY

MORNING TALK — LESSON ON MANNERS

REPEAT:

"Politeness is to do or say
The kindest thing in the kindest way."

What does it mean to be polite?

We call a boy who is polite what? (A gentleman.)

A girl who is polite is what? (A lady.)

Can we ever be a lady or a gentleman if we are not polite?

How can you be polite to your mamma? To papa? To grand-
ma? To grandpa?

To all old people?

To strangers?

To visitors at school?

To your teacher?

To your playmates?

What rule will always cause us to be polite to our playmates?

The class may repeat the Golden Rule.

How can we be polite to a person who does us a favor?

Illustrate:

Girl in front seat drop her handkerchief. Some boy previously indicated by teacher spring to get it.

Several girls drop pencils. Boys pick them up. Girls say: "I thank you."

A line of girls receive books from a line of boys. Make proper acknowledgment.

LANGUAGE

POEM: *Autumn.*

Memorize last two stanzas.

GEOGRAPHY — MOON

WHAT have you seen shining in the sky besides the sun?

When does the sun shine?

When do we never see the sun?

When do we see the moon?

Who has seen the moon in the daytime?

What makes the day?

What makes the night?

Are all the nights dark?

Why not?

Of what use is the moon to us?

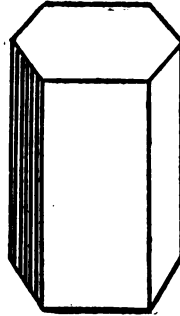
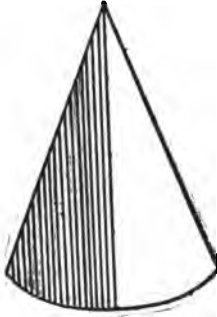
You may make me a picture of the moon as it looked when last you saw it.

How is this? I notice that your pictures are not all alike.

Tell me why? (Moon has different shapes.)

DRAWING

DRAW type solids.



BUSY WORK

A. M.

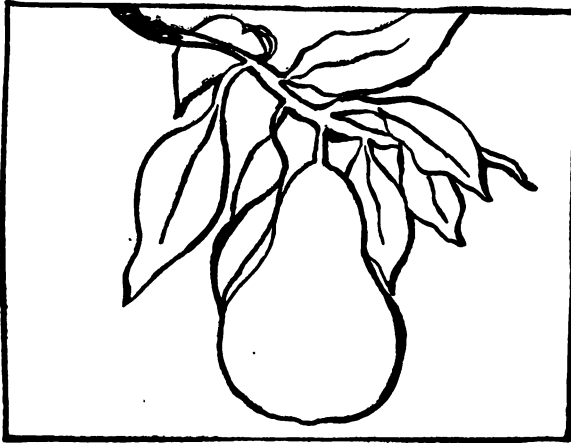
A DIVISION: Newspaper slips—cut (1) words.

B Division: Letters—new sound.

RECESS

A: Pictorial number.

B: (2) Number slips—(3) trace.



P. M.

A: Name slips—write.

B: Name slips—outline.

RECESS

A: Scissors—cut fall fruit.

B: (4) Objects—trace around—cut.

- (1) Containing given endings. List on board.
- (2) New number hektographed.
- (3) Through tissue paper.
- (4) Fall fruit.

FRIDAY

MORNING TALK—LEAVES

WHAT color are leaves in spring?

In summer? Do they change in the autumn?

What colors have you seen in the leaves this fall?

What month brings the change? Why?

Are all the leaves shaped alike?

Who can think of a leaf shaped like an egg?

What leaves are shaped like a hand?

What leaves have a pointed apex?

What ones have a rounded apex?

What leaves have a broad blade?

Come to the table and find one.

What have the leaves been doing all summer? Have they any more work to do?

We will talk about that next time.

LANGUAGE

PICTURE Study: *Saved*—H. SPERLING.

What is the thing that you see first in this picture?

I will put the words on the board that tell just what kind of a dog he is. You may tell me.

Have you ever seen a big dog like this?

What color is this dog?

What other colors are dogs besides black and white?

What would be a good name for this dog?
What else in the picture?
What do you suppose the two little dogs have been doing?
What do they seem to be saying now?
Anything else in the picture?
Where is the cat? Why is she there?
How does she look? How do you think she feels? Why?
Which dog do you like best? Why?

GEOGRAPHY — PLAN OF SCHOOL GROUNDS

CORRECT those drawn at last lesson.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letters—new phonogram.

RECESS

A: Optional.

B: Same.

P. M.

A: Scissors—cut cat.

B: Scissors—cut dog.

RECESS

A: Optional.

B: Same.

FOURTH WEEK

MONDAY

MORNING TALK—WORK OF LEAVES

FOR whom do you think the leaves work? (For man, birds and the tree.)

What work does the leaf do for the tree? (Breathes and makes food for it.)

What work is the leaf doing all summer for the tree? (Making food for it.)

What month ends the food-making? (October.)

How can we tell that the leaf has stopped work? (Changes color.)

Where does your mother put the food she makes for you?

Where do the leaves put the food they have made for the tree? (In trunk.)

How can you tell when the leaves have the food all stored away in the trunk? (Turn brown and fall off.)

LANGUAGE — POEM

MEMORIZE first two stanzas.

Girls impersonate the moon.

Boys ask the questions.

LADY MOON.

Lady Moon, Lady Moon, where are you roving?

Over the sea.

Lady Moon, Lady Moon, whom are you loving?

All that love me.

Are you not tired with rolling, and never resting to sleep?

Why look so pale and so sad, as forever wishing to weep?

Ask me not this, little child, if you love me,

You are too bold.

I must obey my dear father above me,
 And do as I'm told.
 Lady Moon, Lady Moon, where are you roving?
 Over the sea.
 Lady Moon, Lady Moon, whom are you loving?
 All that love me.

—Selected

GEOGRAPHY — MOONLIGHT

CAN we see better by sunlight or by moonlight?
 Why by sunlight?
 When you look steadily at the sun how do your eyes feel?
 Who has looked at the moon?
 Did it affect your eyes in the same way?
 Why can you look at the moon? (Has soft light.)
 What color is the sun when it is sinking at night?
 What color is it in the middle of the day?
 What color is the moon?
 Why do we sometimes say, "the silvery moon"?
 Have you ever seen the silvery moon?

READ to class: *A Moon Song.*

"O Moon," said the children, "O Moon, that shineth fair,
 Why do you stay so far away, so high above us there?
 O Moon, you must be very cold from shining on the sea;
 If you could come and play with us, how happy we should be!"

"O Children," said the moon, "I shine above your head,
 That I may light the ships at night, when the sun has gone to bed;
 That I may show the beggar-boy his way across the moor,
 And bring the busy farmer home to his own cottage door."

"O Moon," said the children, "may we shine in your place?
 They say that I have sunny hair, and I a sparkling face,
 To light the ships and beggar-boys, we greatly do desire;
 And you might come and warm yourself before the nursery fire."

"O Children," said the moon, "we have each allotted parts;
 'Tis yours to shine by love divine, on happy human hearts;
 'Tis mine to make the pathway bright of wanderers that roam;
 'Tis yours to scatter endless light, on those that stay at home."

From— "*Poems Written for a Child.*"

BUSY WORK

A. M.

- A** DIVISION: Letters—copy (1) words from board.
B Division: Letters—make new words.

RECESS

- A:** Dominoes—place dots—(2) write group number.
B: Number game—copy.

P. M.

- A:** Write name from memory.
B: Name slips—trace.

RECESS

- A:** (3) Matching word to colors.
B: (4) Matching words printed.

- (1) With letter omitted.
 (2) One—~~ONE~~—I—I.
 (3) Each of the spectrum colors on a card. Slips bearing the name of colors.
 (4) Descriptive words.

TUESDAY

MORNING TALK — LEAF RIDDLES

- T**HE leaf has something that your hand has.
 What is it? (Fingers.)
 What do all leaves have that your body has? (Veins.)
 Leaves have something that a knife has.
 What is it? (Blade.)
 What does this leaf have that a saw has? (Teeth.)
 What leaves are used for fans? (Palm.)

LANGUAGE — SENSE TRAINING — MEMORY

TEACHER asks a pupil to run and touch an object, and to name it as he does so. Ask another pupil to touch the same object and

one more and to name each as he does so. Continue in this way with different children until a mistake is made.

When a mistake is made begin a new game.

HISTORY

FABLE: *The Farmer and His Sons.*

A farmer had seven sons, who could never agree among themselves. He had often told them how foolish they were to be always quarreling, but they kept on and paid no heed to his words.

One day he called them before him, and showed them a bundle of seven sticks tied tightly together.

"See which one of you can break the bundle," he said.

Each one took the bundle in his hands, and tried his best to break it; but it was so strong that they could not even bend it. At last they gave it back to their father, and said:

"We cannot break it."

Then he untied the bundle, and gave a single stick to each of his sons.

"Now see what you can do," he said.

Each one broke his stick with great ease.

"My sons," said the farmer, "you, like these sticks, will be strong if you will stand together, but weak while each is for himself."

—JAMES BALDWIN,

DRAWING

DRAW and color apple.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letters—new phonogram.

RECESS

A: Pictorial number—attach group names.

B: Tablets—trace around—place (1) dots.

P. M.

A: (2) Word slips—copy.

B: Name slips—trace.

RECESS

A: Colored tablets—border.

B: Colored tablets—sort.

(1) Indicated by number on cards distributed to class.

(2) Adjectives hektographed in script.

WEDNESDAY

MORNING TALK—FOOD

WHEN we have not eaten for a long time how do we feel?
(Hungry.)

What must we then have?

What does food do for us?

At what times are we hungrier than at others?

What will give us an appetite?

If we do not eat enough what will happen?

What kinds of food are best for us?

What ones harmful?

What other things besides food do little children need to make them grow?

LANGUAGE

STORY TELLING.

GEOGRAPHY

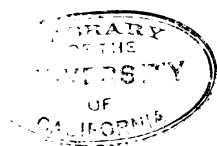
MATERIAL—globe—doll in Japanese costume—pictures.

Show the class the position of Japan on the globe.



Julia Lupre

The Harvest



What are the people who live in this country called?
 Do they look as we do? How differ? (In dress—color.)
 What color is their skin? (Yellow.)
 What kind of hair? (Straight black hair.)
 Tell me about their eyes. (Dark and slanting.)
 Their size as a people.

(Small.)

How do they dress?
 (In silk.)

What do the Japanese
 love? (Flowers.)

If we were to visit
 their gardens what would
 we see? (Many cherry
 blossoms and lilies.)

Of what else are they
 very fond? (Tea.)

What would we see in
 their gardens besides
 flowers? (Beautiful little
 tea-houses.)

What grows over the tea-houses to make them beautiful?
 (Vines.)

How are the gardens lighted at night? (Lanterns.)

Who ever saw a Japanese lantern.

Who ever saw one lighted?

How do you think their gardens must look at night?

Of what would they make us think? (Birds, flowers.)

In what sort of houses do the people live?

Do the houses have windows and doors like ours? Why?

Tell me about the rooms in these houses. (Walls slide back.)

Why is this? (Makes many rooms at night, one large one in the
 day time.)

Do the Japanese people have much furniture in their houses?
 Dishes?



What kind of carpets on the floors?

Tell me about the carriages which these people use .

What are they called? (Jinrikishas.)

By what are they drawn?

Next time I will tell you a story about a little Japanese girl.

A Japanese Story.

DRAWING—CUT AND DECORATE JAPANESE LANTERN

DIRECTIONS:

Oblong paper, 9 x 6.

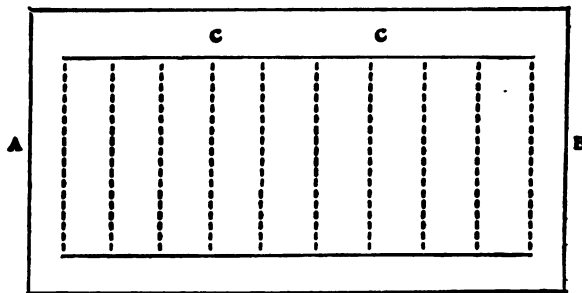
Rule margin lines.

(1) Fold oblong—lower edge to meet the upper edge.

Cut as represented by dotted lines. (2) Decorate.

Paste edges (a) and (b) together.

Suspend by string knotted through holes at (c) (c).



(1) On long diameter.

(2) Before cutting. With dashes of color.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) mark.

B Division: Letters—make new words.

RECESS

- A: Number game—arrange.
B: Number boxes—sort numbers.

P. M.

- A: (2) Word slips—copy.
B: Name slips—write.

RECESS

- A: Scissors—(3) cut pictures.
B: Pegs—outline same.

- (1) New phonograms.
(2) Script.
(3) From Japanese life. Pictures hektographed

THURSDAY

MORNING TALK

REVIEW Japanese life.

LANGUAGE

READ: *The Ripened Leaves.*

Said the leaves upon the branches,
One sunny autumn day,
“We’ve finished all our work, and now
We can no longer stay,
So our gowns of red and yellow,
And our cloaks of sober brown,
Must be worn before the frost comes
And we go rustling down.

- Where were the leaves?
When was it?
What kind of a day was it?
What did the leaves say that they had done?
What color were their dresses?
What other article of clothing is mentioned?

Where were they going?
Would they make any noise?
What word tells you that?

Read:

“We have had a jolly summer,
With the birds that built their nests
Beneath our green umbrellas,
And the squirrels that were our guests,
But we cannot wait for winter
And we do not care for snow;
When we hear the wild northwesterners
We lose our clasp and go.”

Had they been happy through the summer?
What visitors had been with them?
Where did the birds build their nest?
What were the green umbrellas?
How serve as umbrellas?
Why were the leaves going away?
What does “wild northwesterners” mean?
Read:

“But we hold our heads up bravely
Unto the very last,
And shine in pomp and splendor
As away we flutter fast.
In the mellow autumn noontide
We kiss and say good-bye.
And through the naked branches,
Then may children see the sky.”

—MARGARET E. SANGSTER.

How did the leaves hold their heads?
How did they look when they went away?
What word tells how they went?
After they were gone how did the branches look?
Can you see the sky now through the branches of the trees?
You may repeat the poem after me.

GEOGRAPHY

*Story of O-Tafku-San.**

O-TAFKU-SAN was small and dark. Her hair was straight and her eyes were bright and slanting.

O-Tafku-San always smiled. What could make her so happy? She had many beautiful things to see. Perhaps these made her smile.

Far away through the golden sunshine one could see the rice fields, row on row of them, for miles and miles. There were queer little paper flags fluttering here and there among the green stems of rice. Each flag has a prayer on it and when the God of the Rice Fields walks that way he will see the flags and read the prayer for a good crop of rice.

On the top of the hill stands a great pine tree. It is hundreds of years old and so tall the sky must surely lean upon it. Near the pine tree there is a table cut from stone. Here little children come to pray for a ninghio or doll. Here childless women come to pray for a ninghio, too, one that can breathe and talk.

Near the pine are the great white clouds of sweet blossoms, the plum trees. When the spring rain comes slanting down, like tiny silver arrows dropped by the cloud spirits, the white blossoms fall to the ground, a spring snow, but the wet wind carries their sweet odor far across the hills.

When the darkness creeps from the hollows up to the last hilltop, then the screens are drawn down, and the To or door is shut, but there is still much to see. O-Tafku-San still smiles.

The tiny charcoal stove is brought out and on it Haru cooks the rice and steeps the tea. They sit on the floor, on thick white mats. All take off their sandals at the door so the mats are never dirty.

Haru, Blossom-Girl, brings a bit of rice to O-Tafku-San, who smiles and does not eat it. She never eats.

*By Theresa Pierce Williston, author of "Japanese Fairy Tales," recently published by Rand, McNally and Company, Chicago, New York, and London. The drawings are by Sanchi Ogawa, a Japanese artist.

Now Haru brings out the beds. These are thick soft mats or quilts, and there is a little wooden pillow for the head. The Fusuma or screens divide the house into several rooms.

It is dark now and still. All are asleep. In the quiet shadows one can hear nothing, one can see nothing, but one can still remember and O-Tafku-San still smiles.

Yes, the darkness helps one to remember, and O-Tafku-San remembers much.

First there was Ume who had loved her. They were babies together. Ume had loved her, that was why she could remember. Ume had said, "Yes, she is only a Ninghio, but if I love her enough she will live and love me, too."

So Ume had loved her, and that was why O-Tafku-San could remember.

Ume never played with her doll, for a Ninghio cannot live so long if one plays with her. Sometimes she was offered a bit of rice and then put back in the cupboard where all the precious things were kept. Once or twice a year Ume took her out, dressed her in her kimono and talked to her as to a sister. Then she was put away again to smile and to remember.

At last Ume grew to be a woman and had a little girl of her own, but she did not forget O-Tafku-San, she still loved her and taught her little girl to love and talk to her, too.

Surely so much love as that would make a Ninghio live!

At last Ume went away to the land of shadows and her daughter wept, but O-Tafku-San still smiled, for she could remember.

Then the daughter grew to be a woman, and her children learned to love the doll of their grandmother Ume.

Haru, Blossom Girl, is the daughter of one of these grandchildren. O-Tafku-San has grown old, her blue kimono is faded, but her face is always young.

But now there is a sound out of doors where all was so still. It is the reed bird calling to his mate to see the sun.

Soon the beds will be put away and the screens drawn up. Then all will be light and sunshine again.

It was years ago that Haru talked to her doll and O-Tafku-San smiled at her. There was a round spot on Haru's head from which her mother had shaved the hair when she was a baby. All Japanese girls have this little round bare spot. Haru's grew smaller and smaller until at last the hair grew all over it. That showed that she was married.

Haru still kept O-Tafku-San, but there were no children now to talk to her and Haru was growing old.

One morning the screens were not rolled up and the neighbors came to see if Haru were ill. They found her lying with her head on her wooden pillow. She seemed asleep, but she had really gone away to the Shadow Land. O-Tafku-San lay beside her.

On the top of a hill stands a great pine tree. It is hundreds of years old and so tall that the sky must surely lean upon it.

The air is sweet with the odor of plum blossoms. Half buried in the snow of petals, on a little stone table lies O-Tafku-San. A little child comes to pray for a Ninghio to love. Half buried in the snow of the blossoms she finds what has she longed for. O-Tafku-San will again be loved.

"I will love my Ninghio," says the child, "I will love her until she loves me, too, and I will call her O-Ume-San, the Lady of the Plum Blossoms."

Then O-Tafku-San remembered that it was Ume who first loved her, and again she smiled.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letters—new sound.

RECESS

A: Pictorial number.

B: Pegs—arrange in groups.

P. M.

A: (1) Slips—copy.

B: Slips—copy with letters.

RECESS

A: Scissors—optional.

B: Same.

(1) Day of the week.

FRIDAY

MORNING TALK — REVIEW OF MONTH

WHAT month are we about to bid good-bye?

How many days in October?

How many pleasant days have there been? How many stormy ones?

To what season does October belong?

What month comes next?

Have we had any holidays this month?

What birthdays have we celebrated?

Why did we talk about Columbus on October twelfth?

Has October been as warm a month as September?

What changes has October made in the trees?

What summer visitors have gone away?

Why do you like October?

Tell me the story of "October's Party".

John may erase the calendar to-night before he goes home.

LANGUAGE

REVIEW all the poems learned during October.

HISTORY

COMplete the story of "O-Tafku-San".

BUSY WORK

A. M.

- A** DIVISION: (1) Reading slips—copy.
B Division: Letters—new phonogram.

RECESS

- A**: Dominoes—draw.
B: Dominoes—trace around—place dots.

P. M.

- A**: Optional.
B: Same.

(1) Sentences in print from reading lesson.

HOW TO MAKE A HEKTOGRAPH

THE materials required for making a hektograph are:

- 1 pt. Glycerine
- 1 pt. Water
- 4 oz. Gelatine

These, together with a tin pan to hold the pad when made, will cost about seventy-five cents.

Dissolve the gelatine in the pint of cold water. Then add the glycerine. Put upon the stove, stirring so that it will not burn.

When the mixture begins to boil, pour it out into the pan to cool. If any air bubbles appear, prick them before the material begins to harden. When cold the surface will be hard and smooth.

The pan should have upturned edges, and should be about eight by twelve inches, to correspond to the sheets of unglazed paper sold for use with the hektograph.

The directions given below for using the hektograph should be carefully followed:

Use hektograph ink and a coarse pen. Every stroke of the pen should show a green luster when dry, otherwise the copies will not be clear. Allow the ink to dry thoroughly.

Dampen the surface of the hektograph with cold water and dry

slightly with a newspaper. Then place the written copy face downward upon it and press every part of the sheet down gently with a soft cloth. Allow it to remain for from two to five minutes (according to the number of copies desired), then peel it off slowly. From the impression thus made, by placing one sheet of paper on it at a time, as many copies as desired can be taken.

After using, the surface of the hektograph should be thoroughly cleaned with luke-warm water and a soft sponge, partially dried with a newspaper, and then allowed to become thoroughly hardened before further work is done upon it.

NOVEMBER PLANS

NOVEMBER woods are bare and still,
November days are clear and bright.
Each noon burns up the morning's chill,
The morning's snow is gone by night.

—HELEN H. JACKSON.

FIRST WEEK

MONDAY

MORNING TALK—NEW MONTH

WHAT is the name of the new month?
To what season does it belong?
How many days has it?
Who has a birthday this month?
Do you know of any holidays?
May we expect warmer or colder weather than came in October?
What else may we expect?
How do the trees look?
What trees still have some leaves on them?
What are the farmers doing?
Do the store windows look different this month?
You may repeat after me:

NOVEMBER.

November days are stealing,
All swiftly on their way;
The squirrels now are working
The leaves are out at play;

The busy, busy children
Are gathering nuts so brown
And birds are gaily planning
A winter out of town.

—Selected.

LANGUAGE — A VISIT TO GRANDMA

GRANDMA lived two miles from the city.

One day Papa told Helen and Paul that he would take them to see her.

How did they go?

At what time did they start?

What did they see on the way?

At what time did they reach grandma's house?

How did grandma look?

What did she say?



She gave them a nice dinner.

What did they have to eat?

After dinner what did Helen and Paul do?

At what time did they start for home?

What kind of an evening was it?
When did they reach home?
What did mother say?
Who can tell the whole story now?

GEOGRAPHY—TERMS—LONGER—SHORTER

JOHN may pass to the board. Draw a line.
Mary may come and draw another line just like John's.
Henry may draw a longer line than Mary's.
Tell me about Mary's and John's line.
Mary's line is like John's line.
What other word can we use in place of the word like?
Who will use it in telling about the lines Mary and John drew?
Teacher draw a line on board.
Tell me what I did. You drew a line.
Compare my line with the other lines on the board.
Your line is shorter than the other lines.
May walk across the floor.
Sarah walk a shorter distance than May did.

DRAWING

PAPER cutting—cornstalk.

BUSY WORK

A. M.

A DIVISION: Letters—new words.
B Division: Letters—new sounds.

RECESS

A: Number game—copy.
B: Number cards—copy with pegs.

P. M.

A: Write—one—one—I—I.

B: Name slips—trace.

RECESS

A: Pictures—match slips.

B: Straws—string.

TUESDAY**MORNING TALK—SIGNS OF WINTER**

WHAT does the new month tell us?
What do the clouds tell us?
Do the clouds look as they did last month? How different?
What do the trees tell us?
How?
What do the animals tell us?
How?
What do the farmers tell us?
What do the days tell us?
What things at home tell us winter is coming?
What things have finished their work and are now preparing to go to sleep?

LANGUAGE—SENSE TRAINING

PASTE the spectrum colors on cards. Place these cards on the ledge of the blackboard. One child changes the position of one of the colors while the children at their seats close eyes.

Open eyes. "John, which color moved? Mary, which color moved? Henry, which color moved?"

Yes, the yellow moved. John may come.

Continue, increasing the number of colors moved as the children gain in power.

When a mistake is made start the game anew.

GEOGRAPHY—MEASURING

MATERIAL—rulers.

What do I hold in my hand?

You have a ruler in your hand.

Did you ever use a ruler?

For what did you use it?

What is another name for the ruler? (Foot).

John may pass to the board and make a picture of his foot rule.

What has John done?

Mary may pass to the board and draw a line just as long as her ruler.

How can you get it exactly the length of your ruler? Yes, place your ruler against the board and draw along its edge.

How long is the line which Mary drew?

Class may see how many times you can lay your rulers on the length of your desks.

Then your desks are how many feet long?

Child stand with back to door.

Teacher places a mark where his head comes.

Children, see how many times the rulers will go on this.

Child must be how many feet tall, then?

Child stretch out arm.

See how many times rulers will go on?

Arm is how long?

Teacher draw lines of various lengths on board. Children measure.

DRAWING

CONVERSATIONAL lesson with cube and cylinder leading to a recognition of the direction of edges.

BUSY WORK

A DIVISION: Newspaper slips—cut (1) words.

B Division: Letters—build (2) words.

RECESS

A: Pictorial number (3) problems.

B: Tablets—trace around (4) number.

P.M.

A: Script and print (5) matching.

B: Name slips—copy.

RECESS

A: Pegs—outline (6) pictures.

B: Same.

-
- (1) Containing phonograms listed on board.
 - (2) From reading lesson.
 - (3) Suggested by the arrangement of pictures.
 - (4) Last number traced.
 - (5) Previously explained.
 - (6) November pictures on chart.

TUESDAY**MORNING TALK — PREPARATIONS FOR WINTER**

WHAT story is Mother Nature telling us?

What do people do when their work is done? (Rest).

What are Mother Nature's helpers getting ready to do?

How do the birds get ready for the winter? (Fly South or put on new feathers).

How do the plants prepare for the long rest? (Drop leaves—fade—fall.

Tell me how the tree prepares. The insects? The animals? The frogs? The farmer? Your fathers?

HISTORY—INDIANS

WERE there any people in this country when Columbus landed?

Who were they?

Are there any Indians now?

Why are there not so many as in those times?
 In what sort of homes did the Indians live?
 Did they stay in one place long? Why?
 Have they white faces as we have?
 What color is their skin?
 What color are their eyes? Hair?
 Of what were their clothes made?
 What kind of shoes did they wear?
 What are these shoes called?

Can you tell me some of the things
 that the Indians do very well? (Throw
 stones, shoot the arrow, fish, run, swim.)

What kind of food did the Indian
 eat?

Could he buy his food as we do at
 the store?

How did he get it?

Do the Indians like the white people? Why?



DRAWING—PAPER CUTTING

CUT wigwam free hand.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) underscore—copy.

B Division: Letters—new phonogram.

RECESS

A: (2) Pictorial number—copy—write problems.

B: Number boxes—select new number.

P. M.

A: (3) Word slips—copy.

B: Name slips—copy.

RECESS

A: Pegs—copy (4) designs from chart.

B: (5) Outline cards—outline with peas.

- (1) Words containing three letters.
- (2) Hektographed on cards.
- (3) Name words. Ex.: Box, book, bell.
- (4) Square, circle, oblong, etc.
- (5) 6 x 6. Bearing outline of square, etc.

WEDNESDAY

MORNING TALK—BIRD LANGUAGE

DO you think birds talk to each other?

How do birds talk? (Sing.)

How does the hen talk? (Clucks—cackles.)

How does the rooster talk? (Crows.)

How does the chicken talk? (Peeps.)

How does the turkey talk? (Gobbles.)

The owl? (Hoots.)

The whip-poor-will? (Says whip-poor-will.)

The parrot? (Words.)

The humming bird? (Hums.)

The goose? (Hisses.)

LANGUAGE

POEM; *What the Wind Says*. (The well known poem by Eugene Field.)

Memorize first half of first stanza.

GEOGRAPHY—MEASURING

REVIEW use of rulers.

Show yard stick.

Tell name.

For what is this stick used?

Is it longer or shorter than your rulers?

Mary may see how many times the ruler will fit on the yard stick.

How many times?

How many feet does it take, then, to make a yard?

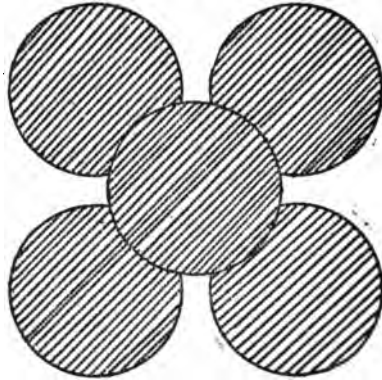
If we went to the store to buy ribbon how would the ribbon be measured?

John may draw a line on the board one yard long.

Who can come and mark the yard just where the end of the ruler came?

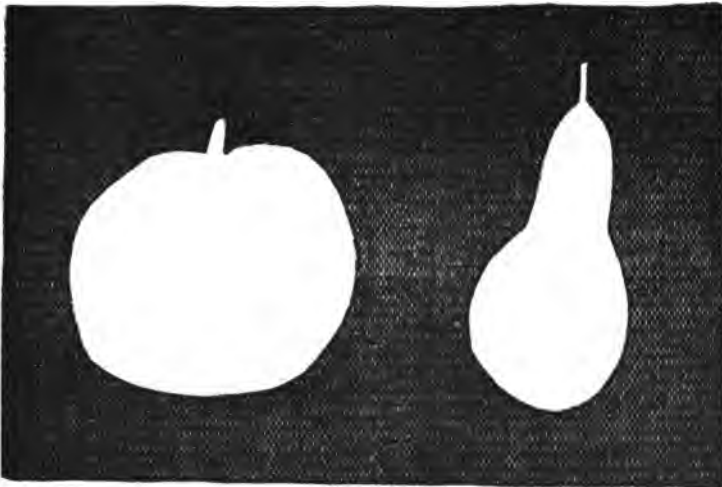
Who can make a mark at the end of the second ruler?

What do we call the space between each of those marks? (One foot.)



DRAWING

PAPER cutting—squares, oblongs, circles.



BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: Letters—new words.

RECESS

A: Dominoes—place dots.

B: Tablets—trace—write

P. M

A: Name Slips—write.

B: Same.

RECESS

A: Pegs—copy (1) designs from chart.

B: Outline cards—outline.

(1) Thanksgiving—fruit—vegetables.

THURSDAY

MORNING TALK—NUTS

I AM thinking of something that grows on trees and bushes.
They have thick, hard coats.

Jack Frost touches them with his icy finger and they fall to the ground.

Squirrels think that they grow for them.

The squirrels have no baskets in which to carry them away,
so they fill a little pocket in each cheek.

Boys and girls gather them in baskets.

Of what am I thinking?

How many of you have been nutting?

What kinds of nuts did you find?

Which ones were good to eat?

LANGUAGE—POEM

COMplete first stanza: *What the Wind Says.*

How many heard the wind last night?
How did it make you feel?
What did this other little boy ask the wind?
What did the wind answer?
Do you think the little boy was afraid? Why?

HISTORY — PILGRIMS

MATERIAL—globe—pictures.

Show the class the position of England on the globe.

Who knows what a king is?

Do we have a king?

What do we have instead?

What do you suppose this king did? (Tried to make all the people go to his church, and pray the same prayers that he did.)

How would you feel if you could not attend your own church?

How did some of the people in England feel?

What did those people say? (Will leave England.) They called themselves what?

Where did they go? (To Holland.)

Show children the position of Holland on globe. Describe the country and show pictures of Dutch children and windmills.

How do you think the Dutch treated these people?

Did they stay there long?

Why did they leave? (The children became more like the Dutch. Forgot their own language. The Pilgrims were very poor.)

What did the Pilgrims decide to do next? (Go to a country where they could have their own farms, schools, and churches.)

In our next lesson we will talk about the new country to which the Pilgrims went.

DRAWING

PAPER cutting—Dutch windmill.

BUSY WORK

A. M.

A DIVISION: Reading slips—copy with letters.

B Division: Letters—new words.

RECESS

A: Tablets—trace (1) write.

B: Pegs (2) group.

P. M.

A: (3) Name slips—trace.

B: (4) Name slips—write.

(1) Previously explained.

(2) According to number indicated by number card on ledge of blackboard.

(3) Last name.

(4) First name.

FRIDAY

MORNING TALK—NUTS—SHELLS

WHAT do we call the outside of the nut?

What do we call the part inside the shell?

Do all nuts have shells?

Why? (To protect the kernel.)

What nuts have shells that you can break with your teeth?

What might we call the inside of the shell? (A room.)

Do all nuts have just one room?

We will open some of the nuts on the table and see.

Mary may tell me what we found out.

Name those having one room.

Name those having several rooms.

Which part of the nut is good to eat?

What covers the kernel closely?

I am thinking of a large nut that has one large room filled with milk. Guess what nut it is.

LANGUAGE

PICTURE Study: *The Angelus*.

Material—large picture.

Tell story of Millet's life.

What objects do you see in the picture?

What time of day is it?

What season of the year?

What have the man and woman been doing?

What are they doing now?

What do they hear?

Why has the man taken his hat off?

Why has the woman crossed her hands?

What makes the ground look so light?

Have you ever seen the ground look like that? At what time of day?

When does the sun set?

What kind of people are these?

Do they live in America?

What tells you that?

GEOGRAPHY

CONTINUE use of rulers and yard stick.

Do we use the foot and yard in measuring long distances?

Do you know what measure is used to measure long distances?

You sometimes hear people say that they have walked so many what? (Miles.)

Is there any one here who lives about a mile from school?

Can you walk a mile?

How long will it take you to walk a mile?

How many miles from home have you ever been?

Where did you go?

DRAWING

TEACH terms—vertical—horizontal.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—mark (1) copy.

B Division: Letters—new words.

RECESS

A: Pictorial number—write problems.

B: Number boxes—sort numbers.

P. M.

A: (2) Name slips—copy.

B: Name slips—copy.

RECESS

A: Scissors (3) Dutch scenes.

B: Scissors—same.

(1) Words having similar endings.

(2) Previously explained.

(3) Hektographed on heavy paper.

SECOND WEEK

MONDAY

MORNING TALK—SQUIRREL

I AM thinking of a little animal that loves nuts as well as children do. Can you guess what it is?

What else does the squirrel like to eat?

What kind of teeth do you think the squirrel must have?

How does the squirrel hold the nut when he cracks it?

Is the squirrel larger or smaller than the cat?

Does he go South in winter?

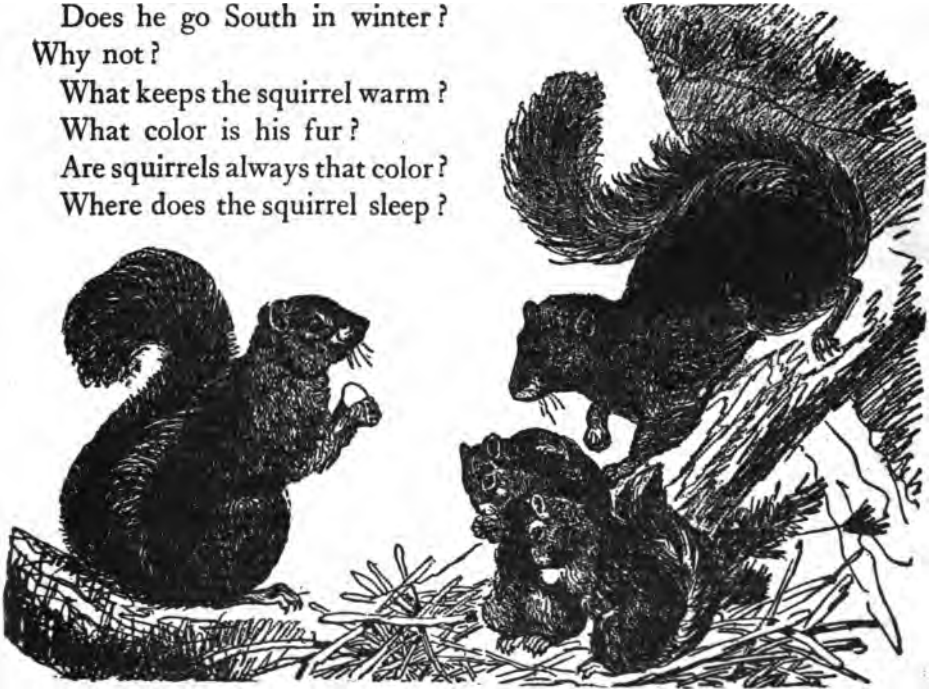
Why not?

What keeps the squirrel warm?

What color is his fur?

Are squirrels always that color?

Where does the squirrel sleep?



Does he stay in his nest all the time during the winter?
 How would the squirrel look without a tail? How is it different
 from the cat's? Which is the prettier?
 Can you think of any uses for that tail?
 What has the squirrel on his toes that helps him to climb trees
 rapidly?
 How many toes has the squirrel?
 Read:

MRS. RED SQUIRREL.

Mrs. Red Squirrel sat on the top of a tree:
 "I believe in the habit of saving," said she;
 "If it were not for that, in the cold winter weather
 I should starve, and my young ones, I know, altogether;
 But I am teaching my children to run and lay up
 Every acorn as soon as it drops from its cup,
 And to get out the corn from the shocks in the field—
 There's a nice hollow tree where I keep it concealed.

"We have laid up some wheat, and some barley and rye,
 And some very nice pumpkin seeds I have put by;
 Best of all we have gathered in all that we could
 Of beechnuts and butternuts grown in the wood;
 For cold days and hard times winter surely will bring,
 And a habit of saving's an excellent thing.

"But my children—you know how young squirrels like play,
 'We have plenty, great plenty, already,' they say,
 'We are tired of bringing in food for our store;
 Let us have a frolic and gather no more!'
 But I tell them it's pleasant when winter is rough,
 If we feel both to use and to give we've enough;
 And they'll find ere the butternuts bloom in the spring,
 That a habit of saving's an excellent thing."

—Pittsburg *Christian Advocate*.

MATERIAL—Have if possible the live animal in the school
 room. When this is impossible a mounted specimen will suffice.

LANGUAGE

POEM: *What the Wind Says*.

Memorize first half of second stanza.

HISTORY — PILGRIMS

WHY did the Pilgrims leave England?
 To what country did they go?
 How did the Dutch treat them?
 Why did they not stay in Holland?
 What did they decide to do?
 How could they get to this country?
 What was the name of the ship in which they crossed the ocean?
 Show the class a picture of the *Mayflower*.
 Did it take long to cross the ocean?
 Who has ever been on a large boat?
 Where did you go? How long did it take you? Were you tired?
 What made the people glad to reach this country at last?
 What sort of a voyage was it? (Long and rough.)
 What did the little children wish to do very much? (Run and play upon the land.)
 Why could they not run about and play on the ship?
 What did they finally have with which to amuse themselves?
 (Two little baby boys were sent to them.)
 What were the babies named? (Oceanus and Peregrine.)
 Why? Oceanus, because he was born away out on the ocean.
 Peregrine, because that means wandering.
 Show picture of cradle.

DRAWING

PAPER cutting. Cut free hand Peregrine's cradle.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—mark new phonogram.
B Division: Letters (i) make name words from 'board.

RECESS

A: Pictorial number.

B: Dominoes—trace around.

P. M.

A: (2) Matching words to color.

B: Name slips—write.

RECESS

A: Sticks—lay *Mayflower*.B: Pegs (3) outline *Mayflower*.

(1) Arrange according to objects placed on ledge of blackboard.

(2)

Color

Red

Red.

(3) Hektographed on cards.



TUESDAY

MORNING TALK—AUTUMN WIND

Is there any wind this morning?
 What are some of the old signs?
 What work has the wind to do now?
 How does it help the birds?
 What does it do for the squirrels?
 Does it help the boys and girls? How?



Boughton

Pilgrims Going to Church



How does the wind help the leaves? The seeds?

Do you think the autumn wind helps the farmer?

In what ways?

Can you think of any other people whom the wind helps? (Sailors, millers, etc.).

Read:

He it was whose hand in Autumn
Painted all the trees with scarlet,
Stained the leaves with red and yellow;
He it was who sent the snowflakes,
Sifting, hissing, through the forest,
Froze the ponds, the lakes, the rivers,
Drove the cormorant and curlew
To their nests of sedge and sea-tang
In the realms of Shawondasee. —LONGFELLOW.

LANGUAGE

SENSE TRAINING—TOUCH

SELLECT a number of children to stand in a row with hands behind them. Place an object in the hand of each child. When he has discovered by the sense of touch what he has he should hold it above his head and say, "I have a box. I have a ball," etc.

GEOGRAPHY—EAST WIND

PPOINT to the place where the sun gets up in the morning.

Walter may walk toward it.

Who knows the name of that point?

What buildings are east of the school-building?

Who walks toward the east in going home from school?

What kind of a wind comes from the east? (East wind.)

The east wind brings what? (Rain.)

Explain the reason for this.

We will make an east wind. (Sound of playing with fingernails on desks. Lightly shuffle feet.)

DRAWING

CONVERSATIONAL lesson with drawings on blackboard of objects for nature study. Vegetables of the Thanksgiving season.

BUSY WORK

A. M.

A DIVISION: Letters—(1) supply missing letter.

B Division: Letters—new word.

RECESS

A: Number game—arrange to form story.

B: Number boxes—find new number.

P. M.

A: Write—three, THREE, 3, III.

B: Number cards (2) trace.

(1) To list of words on blackboard.

(2) Through tissue. New number.

WEDNESDAY

MORNING TALK

DESCRIBE a fruit and let pupils guess its name.

Continue with various fruits.

Call upon a child to describe a fruit.

The pupil who guesses it correctly may describe one.

Continue in the same way with vegetables. Classify under type forms.

LANGUAGE

STORY Telling: *The Crows and the Windmill*.

There was once a windmill that swung its arms round and round day after day. It did not harm anybody.

But there was a flock of crows living near who did not like the busy mill. They said it wanted to kill some of them. What else could it mean by swinging its great arms the whole day long?

They made up their minds to call a meeting of all the crows in the country. One fine summer evening they all met together near the mill.

The leader of the flock told his story. The crows thought the windmill a very bad thing, indeed. The younger ones wanted to go and pull it down at once.

At last an old crow said: "Does the windmill ever leave its place and chase crows or try to hurt them?"

The crows had to own it did not. "How, then," asked the old crow, is it likely to kill any of you?" "Oh, it will do that if we go near it," they all said at once.

"And is that the only way that any of you will be hurt by it?"

"Yes, of course." Then said the wise old crow, "I have only one thing to say: Keep out of harm's way."

—From the *Child World*.

HISTORY — PILGRIMS

REVIEW previous lessons.

When did the Pilgrims reach land?

What sort of a place was it where they landed?

(Had a fine harbor in which large ships could anchor, plenty of land upon which grain could be planted, and a spring of clear water.)

Upon what did the Pilgrims first step in going ashore?
(Plymouth Rock.)

What did they build at once? (A big log-house for all to live in.)

Where did they get the logs?

Do you not think that they must have worked very hard?

What did they do later? (Built a house for each family.)

What were the women doing while their homes were being built?
(Cooking, spinning, weaving, sewing, and knitting.)

- : What kind of a winter was it? (Very long and cold.)
- : Did they always have plenty to eat? To wear?
- What happened? (Many sickened and died.)
- What happened to poor little Oceanus?
- What people did the Pilgrims find in this country?



- How did the Pilgrims feel toward the Indians? (Were very much afraid of them.)
- What happened one day? (They saw an Indian.)
- How did the Indian treat them? (Was kind and spoke to them.)
- in their own language.)
- What was the Indian's name? (Samoset.)

DRAWING

CUT and paste geometrical designs for a border.

BUSY WORK

A. M.

A DIVISION: Letters—new words.

B Division: (1) Words—(2) arrange.

RECESS

A: Dominoes—trace (3) place dots.

B: Numbers—sort.

P. M.

A: Copy slips—write.

B: Name slips—copy.

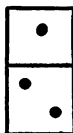
RECESS

A: Trace around objects—cut.

B: Pegs—copy designs from chart.

- (1) Names of familiar objects printed on slips.
 (2) According to objects placed on a table in front of the class.

- (3) To form number story. Ex.:



3

THURSDAY

MORNING TALK—TURKEY

WHAT very large bird did the Pilgrims find in America? (The turkey.)

Where were they? (In the forests.)

For what did the Pilgrims use them? (For food.)

How did they get them?

Do we get our turkeys in that way now? Why?

Is the turkey anything like the hen?

What is the difference between them?

What kind of a body has the turkey? What kind of a head?

What kind of a bill? (Short, thick, pointed.)

Describe its neck. (Long.)

Did you ever see a picture of any other bird having a long neck?

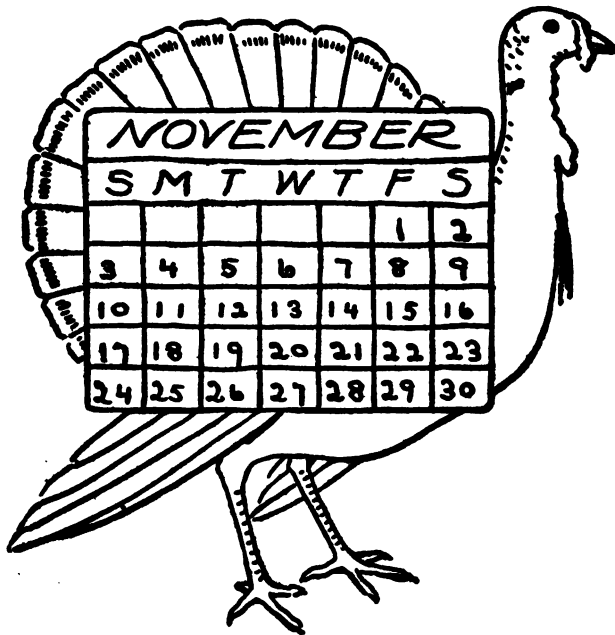
What does the turkey eat?

Are the turkey's feet like a hen's?
 Tell me about its toes.
 Of what use is the turkey's flesh?
 Are its feathers of any use?
 Read:

THE TURKEY'S OPINION.

"What dost thou think of drumsticks?"
 I asked a barn-yard bird,
 He grinned a turkey grin, and then
 He answered me this word:

"They're good to eat, they're good to beat,
 But, sure as I am living,
 They're best to run away with
 The week before Thanksgiving."—ANNA M. PRATT.



LANGUAGE

POEM: *What the Wind Says.*

Complete second stanza.

What did the little boy's mother tell him about the wind?

When did he think about this?

What question did he ask about the wind?

How did the wind answer?

GEOGRAPHY

EXERCISE in cutting, comparing, and measuring lengths of paper.

DRAWING—SEWING LESSON

(1) Puritan woman.

(1) Outline hektograph on cardboard. Then pricked by children for sewing.

BUSY WORK

A. M.

A DIVISION: Letters—(1) words.

B Division: Letters—new words.

RECESS

A: Dominoes—place dots.

B: Tablets—trace around—write number.

P. M.

A: Name slip—copy.

B: Name slip—copy.

RECESS

A: Scissors—cut turkey.

B: Lentils—outline turkey.

(1) From Pilgrim stories.

FRIDAY

MORNING TALK—PUMPKIN

MATERIAL—the fruit.

What visitor have we this morning?

Our visitor will tell us many things about itself.

What color is the pumpkin?

Is it ripe?

What color was it before it was ripe?

Tell me the shape of the pumpkin.

What other fruits are somewhat like the pumpkin?

Of what use to us?

Of what use is it to animals?

What animals are very fond of the pumpkin?

How does the outside of the pumpkin feel?

What do you suppose is inside?

We will open it.

How are the seeds arranged?



Would you like a piece of pumpkin to eat? Why?
What must be done to it before we care to eat it?
What is the covering of the pumpkin called?
Is it thick or thin?
Upon what does the pumpkin grow?
Have you ever seen them growing?
How is the pumpkin attached to the vine?
Why does it have such a large stem? How does the stem feel?
Who has seen the blossom from which the pumpkin grows?
What color was it?



(1) You may now tell me all the things that the pumpkin has told you.

(1) Place upon the board the stories as the children reproduce them.

LANGUAGE

PICTURE Study; Indian Boy.

What do you see in the picture?

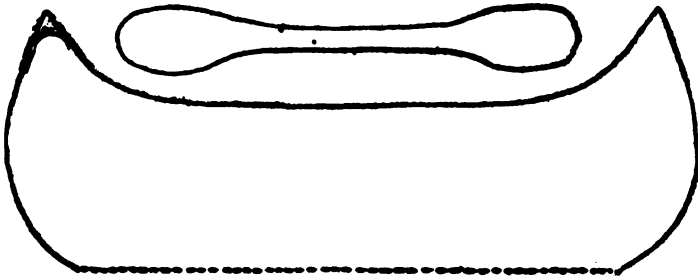
What time of day is it?

What tells you that?

What kind of a boy do you think this boy is?

How is he dressed?

What has he in his hand?
What will he do with it?
Why did he come out of the wigwam?
How did he know that the rabbit was there?
What does he wish to do?
How does he expect to catch the rabbit?
What is the rabbit doing?
What makes the rabbit run?
How did the boy first try to catch him?
Why was he not caught in the trap?
In which direction is he running? What tells you?
How can you tell by the sun?
Where did the boy get the feather which he has in his hair?
What do you suppose this boy's name is?



GEOGRAPHY

PUPILS AT THE SAND TABLE

MATERIAL—sticks representing logs, twigs of evergreen for trees, silver paper for water, Plymouth Rock modeled in clay, ship and small boat folded from paper, doll made from clothespin.

Arrange the Plymouth settlement.

DRAWING—PAPER FOLDING

FOLD the *Mayflower* and a small row boat.

BUSY WORK

A. M.

A DIVISION: Letters—word from reading lesson.

B Division: Letters—new words.

RECESS

A: Pictorial number.

B: Number game.

P. M.

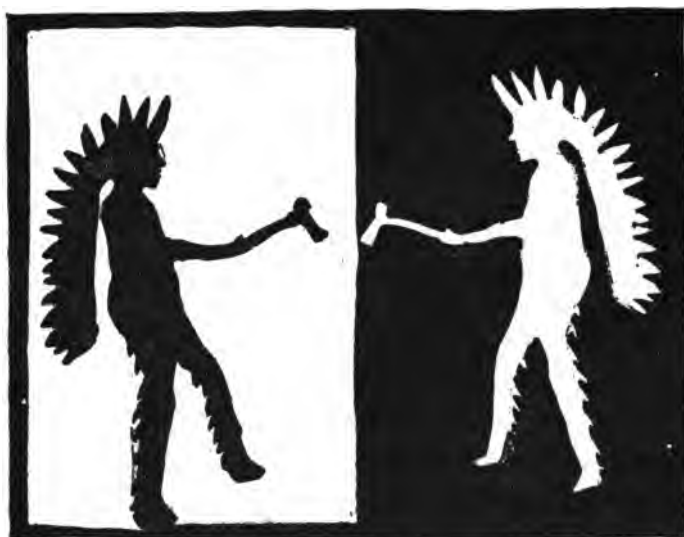
A: Write (five).

B: Name slips—copy.

RECESS

A: At sand table.

B: Same.



THIRD WEEK

MONDAY

MORNING TALK—REVIEW FACTS LEARNED ABOUT THE PILGRIMS

HOME in England.
Reason for leaving.
Home in Holland.
Reasons for leaving Holland.
Mayflower.
Journey to America.
Birth of Oceanus and Peregrine.
Landing at Plymouth.
First winter.

LANGUAGE

POEM: *What the Wind Says.*
Memorize half of last stanza.
What was true?
What does model mean?
Do you know of any boy who is a model?
What things would a model boy be likely to do?
What does it mean to doubt?
What does it mean to make the test?

GEOGRAPHY

CONTINUE work at the sand table.
Complete Plymouth settlement.
Describe location and arrangement of houses, trees, etc.

BUSY WORK

A. M.

A DIVISON: Letters—Copy (1) stories from board.

B Division: Letters—make new phonograms.

RECESS

A: Number game—copy.

B: Number boxes—sort numbers.

P. M.

A: Name slips—copy.

B: (2) Word boxes—make stories.

RECESS

A: Scissors—cut *Mayflower*.

B: Lentils—outline *Mayflower*.

(1) About the pumpkin.

(2) As new words have been learned they have been hektographed and given to each child. Pupils keep these boxes in their desks.

TUESDAY

MORNING TALK — CRANBERRY

WHAT berries did the Pilgrims find growing here?
Have you ever seen cranberries growing? (On vines or bushes?)
Where do they grow? (Marshy places.)
What color are they?
Give children cranberries to examine.
What shape is it? Is it larger or smaller than the strawberry?
How does the outside feel?
What do we call the outside?
Does the strawberry have a skin?
Is the cranberry a vegetable or a fruit?
You may (1) cut your cranberry in two.
What do we find on the inside?
What color are the seeds?
How are they arranged?

Who will go to the board and make a picture of them?

You may taste the berry.

How does it taste?

What must we put with it to make it taste good?

Do we eat the cranberries before they are cooked?

You may make me some stories about the cranberry.

(1) With a thread.

LANGUAGE — SENSE TRAINING — MEMORY

HAVE a child perform some action.

Ask another child to tell what was done. (The child, if answering correctly, performs the same action and one other.)

Continue until a mistake is made. The actions must be described in the order in which they were performed.

HISTORY — PILGRIMS

WHAT visitor came to the Pilgrims one day?

What was his name?

How did the Pilgrims feel?

What did the little children do? (Hid behind their mothers.)

Did Samoset wish to hurt them?

What did he become? (Their friend.)

How long did he stay? (All night.)

What did the Pilgrims give him? (Some supper and a bed.)

When did he go away?

Did he ever return?

Whom did he bring with him the next time he came? (Other Indians.)

What great Indian chief became the Pilgrims' friend? (Massasoit.)

Were the Pilgrims always good to the Indians?

What did the Indians give the Pilgrims? (Corn.)

What did the Indians teach them? (How to plant the corn.)

What Indian came to live with the Pilgrims? (Squanto.)

What did he tell them? (To put a fish in each hill of corn to make it grow fast.)

Show the class a picture of the Pilgrims going to church.

Where are these people going?

What makes you think so?

Why are the men carrying their guns? (Explain that there were other tribes who were not friendly.)

Where was the church?

How did the people sit in church? (Men at end of pews.)

Why was this?

DRAWING

MAKE border of turkeys.

Give each child a small turkey cut from drawing-paper. Trace around this, using it as a unit for the border. Fill in the outline with black paint or ink.

BUSY WORK

A. M.

A DIVISION: Letters—copy names of Indians.

B Division: Letters—same.

RECESS

A: Pictorial Number.

B: Write (two).

P. M.

A: Word slips—copy.

B: Sentence envelope—arrange.

RECESS

A: (1) String cranberries.

B: Same.

(1) Alternating with one-inch straws.

WEDNESDAY

MORNING TALK — PILGRIM'S HOME

DID the Pilgrims have much furniture in their homes?
Why?

How did the mothers have to cook the food?

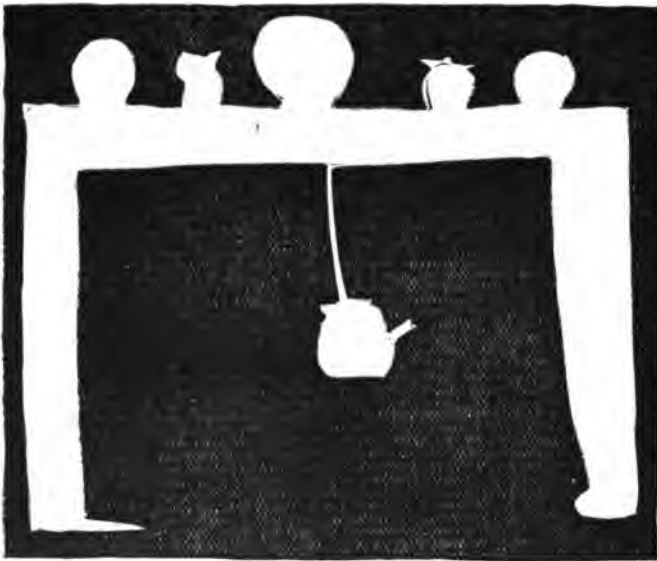
Show class a picture of the fireplace. Crane.

What was the big seat near the fireplace called?

What did the children do for amusement?

Were there any schools?

Who taught the children to read?



What did the children have for playthings? (Round sticks of wood and corncobs.)

Do you know what a corncob is?

What did the children do with the corncobs? (Built houses.)

What were the round sticks of wood for? (Children's dolls.)

Would you like to have a doll of that sort?
What playthings had the boys?
What did the boys have for a sled? (Smooth boards.)

LANGUAGE

POEM: *What the Wind Says.*
Complete last stanza.

HISTORY—PILGRIMS

WHAT did the Pilgrims do when spring came? (Planted seed.)

What seeds did they plant?
Did they have good crops?
How did they feel? (Very thankful.)
What did they say that they would have? (Thanksgiving Day.)
What would they do on that day? (Go to church and thank God for sending the sunshine and rain to make the seeds grow.)
What else did they do? (Had a big dinner.)
Who was invited?
What did they have to eat?
How long did their Thanksgiving last? (One week.)
Do we have a Thanksgiving Day? How often?
What things have we to be thankful for?
When will our Thanksgiving Day come?
What shall we do on that day?

DRAWING—PAPER CUTTING

CUT crane with kettle hanging on it.

BUSY WORK

A. M.

A DIVISION: Letters (1) copy Thanksgiving stories.
B Division: Letters—copy (2) word.

RECESS

A: Dominoes—story (four).

B: Tablets—trace—write (3) number.

P. M.

A: Name slips—copy.

B: Same.

RECESS

A: Sticks—lay *Mayflower*.































B: Sticks—build log cabin.

(1) Hektographed on slips.

(2) Thanksgiving.

(3) New.

November

S	M	T	W	T	F	S
						
						
						
						
						





Boughton

John Alden and Priscilla



THURSDAY**MORNING TALK — RIDDLE — CORN**

I AM thinking of a plant.
It grows in gardens and fields.
The Indians planted it.
It has a tall, straight stalk.
Its leaves are long.
It has ears.
The ears are not like our ears.
Tassels hang from them.
The ears are good to eat.
The fruit is soft and white.
It is wrapped in a covering of green.
The tassels fade away.
Then the fruit is old and yellow.
When the fruit is young we boil and roast it.
When the fruit gets old we grind it.
Can you guess its name?

LANGUAGE**PICTURE LESSON — PILGRIM PICTURE**

MATERIAL—picture for each child.

Children study pictures, then describe what they see. Give in the form of a connected story.

HISTORY

REVIEW Pilgrim stories according to outline previously indicated.

BUSY WORK

A. M.

A DIVISION : Letters—make (1) words.**B** Division: Letters—new words.

RECESS

A: Number game.**B:** Number boxes—select new number.

P. M.

A: Matching (2) script to print.**B:** Name slips—copy.

RECESS

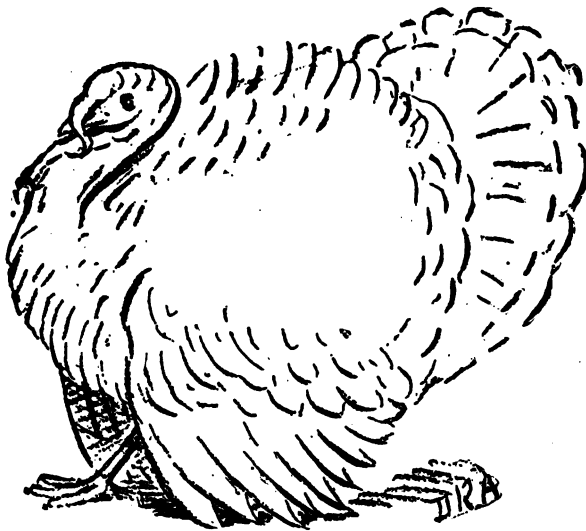
A: Pegs—copy designs.**B:** Pegs—same.

(1) From reading lesson.**(2)** Script words on slips, print words on smaller slips. Several of each of the latter.

FRIDAY

MORNING TALK — REVIEW OF THE MONTH

WHAT comes next week?
What else do we have? (Vacation.)
How many days in November?



When we come to school again what month will it be?
To what season does December belong?
To what season does November belong?
To what season does October belong?
What has November brought us?
Have we had any snow?
Has Jack Frost visited us?
What has he done?
How many pleasant days have there been in November?
Which month do you like better, October or November?
Why?

LANGUAGE

REVIEW all poems and stories for the month.

HISTORY — THANKFULNESS

ARE the Pilgrims the only people who have cause to be thankful?

What have we to be thankful for?

How can we show our thankfulness?

What day has been set apart for us to do this?

By whom is this day appointed?

How are we going to keep it?

What things have we that the Pilgrims did not have?

How ought this to make us feel?

Why do we have company and a good dinner on Thanksgiving Day?

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